DOCUMENT RESUME

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ABSTRACT

After reviewing the Houghton-Mifflin reading textbooks, supplemental materials, and teachers' guides, the Materials Review Committee of the Kalamazoo Public Schools developed recommendations for achieving appropriate representation of, and balance in, the portrayal of sex roles in the teachers' guides, especially in those portions of the lesson plan in which exercises are to be read or written on the chalkboard by the teacher. The sequence of skills development was not revised in any way. Specific changes to be made in the guides are included in part one; female-oriented poems selected to support the poetry presented in the texts and guides are included in part two; and part three lists fifty books, published in the last five years, that appropriately represent sex roles. Sections are color coded. (HOD)

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RECOMMENDATIONS FOR ELIMINATING SEX DISCRIMINATION IN THE READING PROGRAM

Kalamazoo Public Schools
Division of Instructional Management
Elementary Department
1973-1974

CS00 3398

Recommendations for Eliminating Sex Discrimination In the Reading Program

The Materials Review Committee was formed at the suggestion of central administration of the Kalamazoo Public Schools.

The committee met for eight meetings during the summer to review the Houghton-Mifflin reading textbooks, supplemental materials, and to revise the teachers' guides. The members met in regular sessions with Mr. John Ridley, Editor-in-Chief, Houghton-Mifflin Company, who accepted and made suggestions about non-discriminatory materials in the program.

The committee members examined the textbooks and guides and listed the types of sex bias and stereotyping that were apparent at every level. The committee recognized that nothing could be done with students' editions but endeavored to achieve appropriate representation of and the balance in, the portrayal of sex roles in the teachers' guides, especially in those portions of the lesson plan in which exercises were to be read or written on the chalk board by the teacher. In making the revisions, the sequence of skills development was not changed in any way. Specific changes to be made in the guides are included in Part I of this pamphlet.

Part II includes female-oriented poems selected to support the poetry presented in the texts and guides.

Part III lists fifty books published in the last five years that present an appropriate representation of sex roles. These titles are recommended to offer a more desirable balance in reading for students.

Format of Pamphlet

This pamphlet is color-coded in the following manner:

The WHITE pages divide each part and include the table of contents and introductions. The BLUE pages are the revisions made in the Houghton-Mifflin teachers' guides. The YELLOW pages contain the supportive poetry. The PINK pages contain the list of books that support the Houghton-Mifflin supplementary reading.

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Part I - Revisions of the Houghton Mifflin Teacher's Guides

LEVEL 3A: TIGERS

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequence, space, cause-effect, time, etc. Of these paragraphs approximately seventy-five percent feature males. Sentences are also used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately twice as many feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

TIGERS

PAGE	SECTION	CHANGE
10	Paragraph beginning on p. 9: "Important criteria used in winnowing the original list to the final selections were: (1) - (5)."	Add "(6) appropriate representation of and balance in the portrayal of sex roles."
46	Basal Vocabulary through Tigers	Add "she."
64	Building and Reading New Sentences*	Para. 1, Line 3, Add "She" after "he."
64	Building and Reading New Sentences*	Para. 2, Line 2, "The sentences will tell what happened when Ben's mother started to go shopping..."
64	Building and Reading New Sentences*	Para. 4, Following the last sentence - "The cat is not to go" - add "She will go." Call children's attention to the fact that she was not on the list but that in fairness to females you are teaching it now. Let children make other sentences with the words.
67	Choosing the Best Intonation Pattern	Para. 1, Line 2, "Jill wanted to go outdoors to play with her pet rabbit, Checkers. Jill looked in the pen and all around the yard for her rabbit, but she couldn't find Checkers anywhere. Then she said..."
67	Choosing the Best Intonation Pattern	Para. 3, Change my jump rope to Checkers.
85	Using Letter-Sound Associations and Context	Para 3, Line 5, Change father to mother.
86	Recognizing Word Referents	Line 2, "...happened at Dan's and Jill's house." LINE 4, Delete "Dan's sister." LINE 18 "What did Ben mean by the word it?... Dan's and Jill's mother put the baby bird back for them."
87	Using Letter-Sound Association to Find Answers	Change David to Carrie.

TIGERS

PAGE	SECTION	CHANGE
89	Evaluative and Creative Thinking	Add "5. Could this story have been about girls? 6. Make up a story about Jill's rabbit and how mother helped Jill find her rabbit, Checkers."
94	Choosing the Best Intonation Pattern	Para 1, Line 3," ...her pet rabbit anywhere? Well, right after she said that she happened to look in the garden."
94	Choosing the Best Intonation Pattern	Para 3, Line 1, "Jill said 'Look mother.' There's Checkers."
94	Choosing the Best Intonation Pattern	Para 5, Line 2,"...about finding her rabbit, and that..."
96	Discussion	Line 4,"...ways in which adults often help children. Have them try to decide why adults sometimes are not..."
97	Listening to Poetry	Select a poem about a female pet from Part II - Poetry Selections to read in addition to the selection on this page.
111	Using Letter-Sound Associations and Context	Line 3, "Say. Her mother said, "Which of these games do you want to play_____?"
111	Using Letter-Sound Associations and Context	Line 13, "Say: Of all the cereals I'll choose_____."
112	Recognizing Word Referents	Para 2, Line 12, "...yelled, 'Stop!' Who do I mean by..."
112	Recognizing Word Referents	Para 2, Line 16, "Dan called Hey, Tony and Jill!"....Why did Jill say stop?...."
124	Building and Reading New Sentences	Line 3, add "she," after "will,"
124	Building and Reading New Sentences	Para 3. "Say; One rainy day Dan was getting ready for school. He had one boot on, but he was having trouble putting on the other boot. Just then Judy came along, she was ready for school. Let's see if you can choose the right words to show what Dan said to Judy."

TIGERS

PAGE	SECTION	CHANGE
124	Building and Reading New Sentences	Line 19, "Ask: What did Dan want Judy to do? What did Dan say he would do after he got his boot on?"
125	Choosing the Best Intonation Pattern	Line 2, "...happened to Ben and Jill. One day their dad took them to the..." LINE 10, "... the children said something to the fireman who drove the truck. I am going to read aloud in three different ways what they said. You decide which way shows best how the children said it."
125	Choosing the Best Intonation Pattern	Para 4, Line 2, "...the children said those words?..."
129	Evaluative and Creative Thinking	Add,"7. What other things might the children have made from the boxes?" "8. Why didn't Ben invite Jill to play with them?" "9. How might she have added to their fun?"
132	Building and Reading New Sentences	Para. 3, "Say: I got a toy rocket for my birthday. I went over to Jill's backyard to play with the rocket. Let's see if you can choose the right words and arrange them correctly to make the sentences I said to Jill when I went over to play "
132	Building and Reading New Sentences	Para 4, "Text to be built: Where are you, Jill?"
132	Building and Reading New Sentences	Para 5, "Ask: What did I say about the rocket?"
132	Review Apostrophe for Contraction	Line 18, Question 2. "She's in the truck with me."
133	Choosing the Best Intonation Pattern	Line 2, "...Dan, Ben, and Jill were playing 'Hide-and-Seek.' Jill was..."
133	Choosing the Best Intonation Pattern	Para 3, "Be quiet, Gus! Jill will..."
133	Choosing the Best Intonation Pattern	Para 4, Line 4, "...afraid Jill would..."
134	Using Letter-Sound Associations to Find Answers	Para 2, "Listen: One day when Dan and Jill were helping their

TIGERS

PAGE	SECTION	CHANGE
		father rake leaves in the garden, their father called out, 'children come see what I found!' Who will come and point to the word that tells where Dan, Jill, and their father were?"
134	Using Letter-Sound Associations to Find Answers	Para 3, "Listen again: The children ran over to their father... LINE 4..."and point to the word that tells what the children's father had found?"
134	Using Letter-Sound Associations to Find Answers	Para 4, "Now listen once more: Dan picked the turtle"... LINE 3 "Maybe it's hungry," said Jill. Do you think it's like a bowl of milk?...LINE 6..."Who can point to the word that tells what Jill thought they might feed the turtle?"
146	Picture Interpretation	Line 11, After "Who spoke last?" ADD "Where is Jill?" and "Why isn't she with the boys?"
151	Using Letter-Sound Associations and Context	Line 3, "Say: Jill said, 'I can't get my ...'" LINE 19, "Say: When Susan was at the lake, she really caught a ..."
166	Building and Reading New Sentences	Para 3, Change Tony to Patty
166	Building and Reading New Sentences	Para 5, "Ask: What did Patty think Dan would..."
167	Using Letter-Sound Associations and Contect	Line 13, "Say: Judy thought the..."
171	Evaluative and Creative Thinking	Add, "5. How might Ben have helped his mother so she would have more time to take him on trips?" "6. Suppose Ben's mother worked as a policewoman and was gone most of the day. How might he get her to take him to the zoo?"
174	Building and Reading New Sentences	Para 3, 4, 5. Change Dan to Jill. Para. 3, Line 8 "orange fish in the net, he or she was given a....

TIGERS

PAGE	SECTION	CHANGE
174	Building and Reading New Sentences	Para. 4, Line 3, "Text to be built: Dan can have this.
175	Using Letter-Sound Associations and Context	Line 14, "Say: Jan put the potatoes..."
192	Building and Reading New Sentences	Para 3 and 5, Change Tony to Patty.
193	Using Letter-Sound Associations and Context	Line 14, "Say: She laughed so hard..."
208	Using Letter-Sound Associations and Context	Line 12, "Say: Judy just pulled one of her_____."
216	Building and Reading New Sentences	Para 3, Change Dan to Patty. Change Tony to Jill.
216	Discriminating Among Words	Para 2 Word Rows. In column 1 after "hide" add "he." In column 2 after "here" add "she." In column 3 after "where" add "it."
217	Using Letter-Sound Associations and Context	Line 3, "Say: Jane said...."
221	Discussion	Add these questions as a new paragraph: "Say, 1. How many stories have we read? 2. How many of them were about girl's? 3. Is this fair? 4. Suppose Dan were a girl named Nan. Let's read the first story again substituting Nan for Dan? Isn't it just as much fun? 5. How about the other stories?"

LEVEL 3B: LIONS

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequence, space, cause-effect, time, etc. Of these paragraphs approximately seventy-five percent feature males. Sentences are used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately one-third more feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

LIONS

PAGE	SECTION	CHANGE
10	Paragraph beginning on p. 9: "Important criteria used in winnowing the original list to the final selections were: (1) - (5)."	Add (6) appropriate representation of and balance in the portrayal of sex roles."
48	Basal Vocabulary through Lions	Add "Mr., Mrs., Ms. and she."
70	Building and Reading New Sentences	Add "Ms." after "Mr." on Line 3
71	Discriminating Among Words	After para 4 add "Remember the word Mr.^ It's an abbreviation for Mister. Does it tell whether a man is married or not? Look at this word Ms. It is used to represent women - married or not."
71	Sound Association for ay	Para 3, add "6. Will Ms. Gay say Jay can Play?"
72	ick Phonogram	Para 3, "2 She wants to play a trick on me."
72	Using Letter-Sound Associations and Context	Para 3, Line 2, "Listen again: I have asked Katie to come and play at my _____."
73	Choosing the Best Intonation Pattern	Change Larry to Dorothy Change boys to children and sister to brother
90	Use of Period in Abbreviation	"Print: Mr., Ms., Dr "
90	Use of Period in Abbreviation	Para 2, add "4 Ms. Parks and Ms. Gay are going to the zoo." Distinguish between Mr., Mrs., Ms. and Dr
91	ing Ending	Para 3, "4 She's parking the school bus."
92	Choosing the Best Intonation Pattern	Change Sam to Sara.
100	s Ending for Verbs	Para 2, "1. She parks the bus there." "2. Ms. Day takes me home." "4. She helps Mr. Park."
104	Listening to Poetry	Select a poem about a girl from Part II-POETRY SELECTIONS to read in addition to the selections on this page.

LIONS

PAGE	SECTION	CHANGE
116	Building and Reading New Sentences	Para 3, Line 8, "father's big shoes There were pictures of her brother Mike, too."
116	Building and Reading New Sentences	Para 4, "Text to be built: Look at my baby pictures I look funny. I have no teeth. Ask? What was funny about a picture of Paula? It is fun to look at old pictures with you Ask: Why did Paula laugh when she saw the pictures? What was fun about sharing the album with a friend?
118	Choosing the Best Intonation Pattern	Para 1, 2, 4 and 5. Change Hank to Jane and Barney to Patty
119	Using Letter-Sound Associations to Find Answers	Para 2, 3, and 5. Change "he" to "he/she" "him" to "him/her and himself to "himself/herself"
134	Building and Reading New Sentences	Para 3. Change Barry to Mary
136	Drawing a Conclusion	Change Keith to Paula, Harry to Judy
185	Recognizing Word Referents	Para 1-5, Change Terry to Joan
189	Evaluative and Creative Thinking	Add "5 What does this story tell you about children and animal pets? "6. Is it fair to say that girls are frightened by snakes, frogs or salamanders? "7 Why not?"
192	Building and Reading New Sentences	Change Nick to Jan and Bobby to Sally
193	Using Letter-Sound Associations and Context	Line 17, "say: After she hurt her foot, she walked with a '____.'
214	Picture Interpretation	Line 6 After "Who do you think she might be?" add, "She is Ms. Jones, the librarian." Print Ms. on the board and explain that it is the equivalent of Mr.
225	Drawing a Conclusion	Change Alfred to Jenny

LIONS

PAGE	SECTION	CHANGE
229	Evaluative and Creative Thinking	Add: "5 What imaginative games do you like to play?--- on the snowbanks, on a dirt pile or under a low-branched birch tree?"
235	Using Letter-Sound Associations to Find Answers	Change Joe to Julie and boys to children. Change grown-ups to adults.
251	Drawing a Conclusion	Para 1, Line 2, "...something Bernie's family got."
251	Drawing a Conclusion	Para 2, Line 2, "Bernie was happy they had bought it. He helped his father clean it Then while his mother..."
267	Comma to Show Address	Para 4, "1 Mary, will you find Jane?"
267	Using Letter-Sound Associations and Context	Line 8, "Say: I looked all over for Martha, but I couldn't find _____."
268	Recognizing Word Referents	Change Eric to Ann.
269	Using Letter-Sound Associations to Find Answers	Para 3, 4 and 5 Change he to she.
272	Evaluative and Creative Thinking	"3. Why didn't Ms.Jones tell the boys right away where the lion had gone?"
273	Using Letter-Sound Associations and Context	Line 3, "Say: Josie would have won the race, but she tripped over that _____."
274	Choosing the Best Intonation Pattern	Change Pablo to Marie and Phil to Jessie

LEVEL 3C: DINOSAURS

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequence, space, cause-effect, time, etc. Of these paragraphs approximately seventy-five percent feature males. Sentences are used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately one-half more feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

DINOSAURS

PAGE	SECTION	CHANGE
10	Paragraph beginning on p 9: "Important criteria used in winnowing the original list to the final selections were: (1) - (5)".	Add"(6) appropriate representation of and balance in the portrayal of sex roles."
48	Basal Vocabulary through Dinosaurs	Add "girls, her, she, woman."
49	Non-Basal Vocabulary through Dinosaurs	Add "Miss, Mr., Mrs., Ms."
70	Picture Interpretation	Line 11, "You already know the abbreviation for Mr. and Ms." Print Mr., Ms. on the board. Explain that Ms. is the equivalent of Mr. which does not denote marital status. "Here is another abbreviation. The letters m, r, s, and the period stand for Mrs."
77	Discriminating Among Words	Para 3, Word Rows. In column 1 after"did" add "now." In column 2 after "dad" add "to." In column 3 after "and" add "Ms."
106	Doubled Consonant Plus ing Words	Para 3. "2. The bus in stopping for her."
129	Drawing a conclusion	Change Ken, Jeff and Todd to Patty, Martha and Jean.
137	/t/ for ed Inflected Verb Form	Para 2. "4 Mom liked to look at books."
137-138	Choosing the Best Intonation Pattern	Change Robby to Peggy.
141-142	Listening to Poetry	Have the poems read again substituting her and she for pronouns his and he.
157	Using Letter-Sound Associations and Context	Line 3, "Say: When Jean finished her picture he said, 'I really like to ____." LINE 13, "Say: Jenny's baby sister can t walk yet, but she can___."
172	Sound Association for kn	Para 3, "3 She can't get the knot out."

DINOSAURS

PAGE	SECTION	CHANGE
173	Drawing A Conclusion	Change Johnny to Kathy
178-179	Sound Associations for ow	Para 4, "2. Sara likes to walk in the snow."
179	/t/ and /d/ for ed Inflected Verb Form (Review)	Para 5. "1. She parked the bus.
180	Choosing the Best Intonation Pattern	Change Doug to Janet
181	Using Letter-Sound Associations to Find Answers	Para 2, 3 and 5. Change Peter to Ginny.
199	Using Letter-Sound Associations and Context	Line 15, "Say: Jane was at my house, but I don't know where she went____."
214	Building and Reading New Sentences	Change Henry to Joan.
214	all Phonogram	Line 18, "5. Teri is lucky to be tall."
215	Doubled Consonant plus ing Words	Para 2, "1. Mother is digging up the little tree. 2. Dad is cutting up apples for us."
215	Identifying the Topic	Substitute "she" for "he."
223	Using Letter-Sound Associations	Line 3, "Say: If I leave now, will Mary_____?"
223	Choosing the Best Intonation Pattern	Change Randy to Mary. Substitute "baby sitter" for "mother," "snowlady" for "snowman," "parents" and "them" for "dad" and "him."
247	c/s/ Association	Para 4, "1. That girl's home is in the city."
249-250	Using Letter-Sound Associations fo Find Answers	Change Karl to Anne.
254	Choosing the Right Picture	Add para 5. "Say: All of the pictures of the people on page 60 are men. Could women do these same jobs? Can we think of other words ending in er and draw pictures of women to illustrate the words?"

DINOSAURS

PAGE	SECTION	CHANGE
254	Choosing the Right Picture (con't)	1. walker 5. banker 2. golfer 6. reader 3. gardener 7. jogger 4. singer 8. player
257	Identifying the Topic	Para 2, Line 8, "when his mother had a lot of work to do, he took care of his little brother after school." (omit "even").
260	Listening to Poetry	Say: "Could this be a girl in the poem? Let's illustrate the poem."
280	Building and Reading New Sentences	Para 3, 4. and 5. Change Willie to Katie.
281	Choosing the Right Word Meaning	Para 2. "1. Will she go to a park? 2. Mother can park the car."
306	Oral Reading and Comprehension Checks	Following the last paragraph that begins "Do you suppose Ken will be surprised..." Ask this question: "Do you think Patty was really afraid?"
313	s, ing, and er Endings (Review)	After para 6, the fourth word (Painter) "Print: painter. Say: Joan is a very good_____."

LEVEL 4: RAINBOWS

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequences, space, cause-effect, time, etc. Of these paragraphs approximately eighty percent feature males. Sentences are also used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately sixty-three percent feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

RAINBOWS

PAGE	SECTION	CHANGE
10	Paragraph beginning: "Important criteria used in winnowing the original list to the final selections were: (1) - (5)."	Add: (6) appropriate representation of and balance in the portrayal of sex roles."
35	Vocabulary through Rainbows	Add "*girls, Miss, Mr., Mrs., Ms., *woman."
48	The ly Ending	Para 4, "4. The little boy wants to be very friendly."
48	Drawing a Conclusion	Change Steve to Helen.
59	Drawing a Conclusion	Para 1, Line 3, "See if you can decide what Betty's mother is."
59	Drawing a Conclusion	Para 2, Line 3, "There were also many cars parked along the street where there were parking meters. Betty started looking for her mother. Just then a woman in a uniform drove up in a small traffic cart. She looked at the parking meters and wrote a ticket which she placed under the windshield wiper of one car. Suddenly she saw the girls and waved to them. Betty thought how nice her mother looked in her uniform. She was proud of her mother's job. What does Betty's mother do?,,, (She's a policewoman)."
60	Using Letter-Sound Associations to Find Answers	Para 5, "Listen again: After school, Joe's dad and mother helped the children make a big snow fort. Even though they were tired and wet, everybody had a lot of fun in the snow. Who will come and point to the word that tells what the family made in the snow?
63	Drawing a Conclusion	Para 2, Line 5, "Mother will let us use the oven."
77	Using Letter-Sound Associations to Find Answers	Para 5, Line 3, "...knocked at the lunchroom door. A voice said, 'Who left something red and good to eat on the bus....'"

RAINBOWS

PAGE	SECTION	CHANGE
83	The oo Sound Associations	Para 3, "2. Father likes to cook fish."
98	Noting and Remembering Details	Print Ms. on the board. Elicit that this is the equivalent of Mr
		Para 1, "Listen as I read to you about how Ms. Jones, the librarian, made some puppets." Change Mrs. Day to Ms. Jones.
107	Using Letter-Sound Associations to Find Answers	Para 2, "Listen now: One Saturday afternoon Dad and Ellen were going to the store. Ellen's little brother ..."
fi		
109	The ing Inflection	Para 4, "3. Ms. Jones is naming the winner today."
110	Drawing a Conclusion	Line 2, Delete "to Chad."
119	Sound Association for kn	Para 3, "1. Sue had to stop running to look at her knee. 3. Mother had to kneel down to get the frog."
120	et Phonogram	Line 6, "3. Jane met Betty at her house after school."
120	Identifying the Topic	Para 2, Line 6, Change Bob to Judy
125	Picture Interpretation	After Line 3, Add "How would your mother feel about an ant farm?" After Line 5, Add "Do all mothers react the same way?"
129	Drawing a Conclusion	Para 1, Change Billy to Betty.
129	Using Letter-Sound Associations to Find Answers	Para 2,"Listen now: One day Fred's family went to the beach."
130	Using Letter-Sound Associations to Find Answers	Para 1, "Listen again: The family took a big lunch..."
137	Listening to Poetry	Substitute she for he in the poem "My Dog." Select another poem about pets from PART II - POETRY SELECTIONS.

RAINBOWS

PAGE	SECTION	CHANGE
152	ound Phonogram	Line 6, "3. Sandra got a pound of candy at the store."
152	Using Letter-Sound Associations and Context	Line 6 "Print: like "Say: Mary has her own two-wheeled _____." LINE 10 Print: basket. Say: She can carry a lot of things in the bike's_____."
166	ell Phonogram	Para 2, Line 6, "1. Sandra fell when she was riding her bike."
166	The es Inflection to Form Plural Nouns	Para 4, "1. Janet had two boxes for her toys."
174	Common Syllable ful	Para 3, "3. Pam took a bagful of candy to school."
174	Compound Words	Para 2, "3. Patty left a blue bike on the sidewalk."
182	Listening to Poetry	Read aloud or have a girl read the poem "Outgrown Toys" and substitute girl for boy.
189	The Letter Group igh	Line 10, "2. Jan might go to the play tonight.
195	Use of Comma with Introductory Word	Para 1, Sentences 1, 2 and 3, Change Toby to Sara.
196	Noting and Remembering Details	Para 1, "Listen while I read to you about the State Park where the family goes camping. Listen for the reasons why they like this place." Para 2, Line 12, "Dad knows that this is a safe place where the family can have a good time." Para 3, "Why did the family like to go to the State Park...?"
204	Using Letter-Sound Associations to Find Answers	Change Fred to Jean and Toby to Sally.
209	Building and Reading New Sentences	Change Mark to Mary.

RAINBOWS

PAGE	SECTION	CHANGE
210	Using Letter-Sound Associations and Context	Line 6, "Print: sticks Say: Katie's dog likes to chew_____."
211	Discussion	Add: "Is it wrong to be frightened? Does it help to talk about it when you are frightened
218	an and ast Phonograms	Change John to Amy.
218	ell Phonogram (Review)	Line 7, Change Jim to Jan.
226	Building and Reading New Sentences	Line 5, Change David to Carol.
227	all Phonogram	Line 11, "4. Jessie was running fast, but she didn't fall."
227	at Phonogram	Line 11, "6. Doris had two white rats as pets."
227	Using Letter-Sound Associations and Context	Line 2, "Print: pool. Say: Carol likes to swim in the____."
228	Using Letter-Sound Associations and Context	Para 2, Delete "Toby and Fred were playing baseball." Para 3, Line 3, "He was just about to knock one over with his paw when the car pulled in the driveway."
233	Building and Reading New Sentences	Line 6, Change Chuck to Sue. Change mother to grandmother.
234	Using Letter-Sound Associations and Context	Line 2, "Print: moved. Say: Every time Sue tried to catch the frog, it_____." Line 15, "Print: hand Say: She always carried her schoolbag in her right _____."
243	ake Phonogram	Line 11, "4. Betty helped Dad rake the grass."
243	The Prefix be	Para 1, Change Jim and I to Pam and Paul.
244	Identifying the Topic	Change Pat to Patty. Change boys to children.
252	est Phonogram	Line 11, "4. After working all day, Mother likes to rest at night. 5. Jean tested the flashlight in the store."

RAINBOWS

PAGE	SECTION	CHANGE
252	Common Syllable un	Line 2, Sue was happy with her new bike." Para 4, "1. She left the box unopened."
258	Recognizing ves Inflections of /f/ ending Words	Para 3, "3. The girls helped themselves to some candy."
258	Using Letter-Sound Associations and Context	Line 2. "Print: shelf. Say: She put the books on the shelf."
259	Using Context to Get Word Meanings	Para 5 and 7, Change Max to Mary.
262	Building and Reading New Sentences	Para 3, 4 and 5, Change Joe to Cari and Steve to Susan.
263	old Phonogram (Review)	Line 11, "4. Peggy sold a lot of tickets for the water show."
263	Identifying the Topic	Change Billy to Betty.
264	Using Letter-Sound Associations to Find Answers	Para 3, 5 and 6, Change Dan to Jane and Max to Lucy.

LEVEL 5: SIGNPOSTS

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequences, space, cause-effect, time, etc. Of these paragraphs approximately eighty-seven percent feature males. Sentences are also used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately sixty-eight percent feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

SIGNPOSTS

PAGE	SECTION	CHANGE
10	Paragraph beginning: "Important criteria used in winnowing the original list to the final selections were: (1) - (5)".	Add "(6) appropriate representation of and balance in the portrayal of sex roles."
35	Vocabulary through Signposts	Add "Miss, Mr., Mrs. and Ms."
48	Reading New Sentences	Change Charles to Martha.
58	The Prefix be	Para 1, Line 1, "Where are the books that belong to Sue?" Para 2, 1. "Sue and I have become good friends."
58	Using Letter-Sound Associations and Context	Line 6, "Print: grade. Say: Karen is in the first _____."
59	Noting and Remembering Details	Change boy to girl (Jody), Alan to Martha, George to Mary, and Mr. Smith to Ms. Smith.
63	Reading New Sentences	Little Bear is female. Change pronouns accordingly.
71	Using Letter-Sound Associations and Context	Line 2, "Print: hungry. Say: When Julia got home from school, she told her mother she didn't feel very _____." LINE 13, "Print: ten. Say: That little girl can count all the way to _____."
72	Drawing a Conclusion	Change workmen to workers.
78	Reading New Sentences	Line 2, Change Sam to Ann and Mr. to Mrs.
86	Using Letter-Sound Associations and Context	Line 2, "Print: highway. Say: Mother drove the car down the new _____."
94	Drawing a Conclusion	Change Arnie to Amy.
102	Using Letter-Sound Associations and Context	Line 13, Print: ice. Say: Doris said, 'It's so cold my hands feel like _____."
109	Reading New Sentences	Line 2, The hungry bear is female. Change pronouns accordingly.
110	Using Letter-Sound Associations and Context	Line 6, "Print: shout. Say:

SIGNPOSTS

PAGE	SECTION	CHANGE
110	Using Letter-Sound Associations and Context (con't)	If you want Mary to hear you above the noise, you will have to_____" LINE 16 "Print: toast. Say: She will put some butter on this_____."
115	Recognizing Word Referents	Para 2, "George went to the beginning cooking class after school." Para 3, Line 2. "I learned how to make pizza." Para 7, "When George said, "I learned how to make a pizza."
123	Reading New Sentences	Change Bill to Betty.
124	Drawing a Conclusion	Change Eric to Edna.
131	Reading New Sentences	Change Bill to Jean.
137	Noting and Remembering Details	Change Allen to Judy.
154	Recognizing Word Referents	Change Tommy to Tammy.
159	Sound Associations for u	Para 8, "1. She drove under the bridge."
169	Using Letter-Sound Associations and Context	Line 13, "Print: share. Say: Sharon has some toys that she is willing to_____."
177	The Prefix be (Review)	Line 11, "3. Jan always wants to befriend lost animals."
177	Using Letter-Sound Associations and Context	Line 10, "Print: freezing. Say: It was so cold that Cara thought she was _____."
178	Identifying the Topic	After Para 1, Add "Susan and her mother live in an apartment. Susan's mother works in a bank." Para 2, Line 5, "Susan's mother is always happy when she comes home."
192	Using Letter-Sound Associations and Context	Line 12, "Print: proudly. Say: When Jean won the prize, she walked back home _____." LINE 17, "Print: shortly. Say: Esther has been studying for a long time, but she'll be finished _____."

SIGNPOSTS

PAGE	SECTION	CHANGE
193	Drawing a Conclusion	Para 1, "Listen as I read to you about one of Mary Jo s girl friends " Para 2, Line 3, "The woman who drives her to school. ." LINE 4, "She takes her home after school too."
198	Reading New Sentences	Line 2, Change Mr Secret's wife to Mrs Secret
200	Small-Group Activities - Recognition Practice	Add "Print Mr., Mrs., Miss and Ms. on the board ' Ask 'What are these titles?' Explain or elicit that Mary Jo's parents were Mr. and Mrs. Wood and the teacher was Miss Willett Explain that Mrs. Wood and Miss Willett receive mail and are often referred to in their professional life as Ms."
203	Reading New Sentences	Line 5, Change Pat to Patty
204	it Phonogram	Line 10, "4 The women quit work early today "
204	Recognizing Word Referents	Change Andy to Anne Para 4, Change The boys to The children Para 8, Change The boys to My friends
219	Common Syllable ful	Para 3, "3 You may take a handful of candy for your sister, too."
219	Using Letter-Sound Associations and Context	Line 10, "Print: hatch Say: Ellen was sure the eggs would _____."
223	old Phonogram	Line 11, "4 Janet sold the most tickets for the play "
223	ight Phonogram	Para 4, "4 Yes, Sue might like to see the show."
223	Noting and Remembering Details	Change Doug to Doris. Para 2, Line 5, "Then she shot baskets with her friends.. " LINE 7, Change dad to mother. Para 3, Line 3, Change played catch to shot baskets.

SIGNPOSTS

PAGE	SECTION	CHANGE
230	Using Letter-Sound Associations and Context	Line 2, "Print: journey. Say: This summer our family will go on a long _____."
237	Drawing a Conclusion	Change Arne to Alice. Para 2, Line 6, " It would come in a box with many, many pieces that she could put together. When all the pieces were in place there would be a pretty picture." Para 3, Line 2, Change model car to jigsaw puzzle.
245	ave Phonogram	Line 2, "1. Be sure to save some ice cream for Sara."
245	Using Letter-Sound Associations and Context	Line 10, "Print: strange. Say: When so many things disappeared, Patty thought it was very _____."
245	Choosing the Right Word Meaning	Line 7, Change he to she.

LEVEL 6: SECRETS

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequence, space, cause-effect, time, etc. Of these paragraphs approximately seventy-seven percent feature males. Sentences are also used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately sixty-five percent feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

SECRETS

PAGE	SECTION	CHANGE
10	Paragraph beginning "Important criteria used in winnowing the original list to the final selections were: (1) -(5)."	Add "(6) appropriate representation of and balance in the portrayal of sex roles."
36	Vocabulary through Secrets	Add "Miss, Mrs., Mrs., Ms."
37	Vocabulary through Secrets	Add "sister."
51	Using Letter-Sound Associations and Context	Para 4, "Print: gentle. Say or print: The girl said her dog was very _____."
51-52	Drawing a Conclusion (Listening)	Change Rob to Marcia.
52	Drawing a Conclusion (Listening)	Para 3, Change "The two boys" to "They."
53	Using Letter-Sound Associations and Context	Para 2, "Listen: Mary said her mother's car was _____."
53	Using Letter-Sound Associations and Context	Para 3, "Print: garden Say or print: Mrs. Bear has big red flowers in her _____. Then print the same sentence using Ms. and Miss. Discuss the differences in terms of usage Note that males are called Mr. regardless of marital status. Ms. is an effort to do the same thing for females."
57	Evaluative and Creative Thinking	"4. Do you think animals or people could ever really be happy trying to be something they were not?"... Why or why not? 5. Is Mudlark a male or female animal? What word helps you to know? 6. Could Mudlark have just as well been a female?"
59	Discussion of page 21	Para 4, Add "Look in the second line of the second verse. To whom does he refer? Could he have laid the eggs? What

SECRETS

PAGE	SECTION	CHANGE
59	Discussion of page 21 (con't)	should this word be? Do you think this was a misprint? How could you check? Could our media specialist help us?"
62	Using Letter-Sound Associations and Context	Line 7, "Print: apartment. Say or print: Lacy lives in a big _____ house "
63	Discussion	Line 2, Change men to people.
63	Exposition	"Have pupils cut out and bring to class a picture from an old magazine of an animal... Ask each child to tell why the animal was chosen and relate information about it, such as where it lives..."
64	Talking About the Illustrations	Add "Why are there no girls playing ball? Would any of you girls ask to join them? How might girls add to the game?"
65	Oral Reading and Comprehension Checks	Add "What did Tony collect?" What do you collect?"
69	Noting and Remembering Details (Listening)	Change Fred to Becky.
69	Noting and Remembering Details (Listening)	Para 4, Add "Have you ever had a similar experience? Are boys or girls generally clumsier? Why isn't it fair to generalize about groups of people?
70	Sound and Meaning Riddles	Para 4, "Point to table Say: This is where we set the dishes before each meal."
77	Noting and Remembering Details (Reading	Change Dick to Dick and Kim.
82	ar Sound Associations	Para 5, After last sentence, read these three sentences and ask for the meaning of the word smart: 1. The smoke makes my eyes smart. 2. Jane is very smart in math. 3. Mother's new pant suit looked very smart.

SECRETS

PAGE	SECTION	CHANGE
82	ar Sound Associations	Para 7, "4 Her jump jarred the table "
83	Drawing a Conclusion (Listening)	Change Sally to Kevin
90	Using Letter-Sound Associations and Context	Line 7, "Print: suddenly Print or say: Mother stopped the car very _____."
105	Recognizing Word Referents	Change Bill to Julie
106	Using Letter-Sound Associations and Context	Line 6, "Print: wall Print or say: Mother will paint the ____ in my room."
106	Using Letter-Sound Associations and Context	Line 10, "Print: nineteen Print or say: Jack has read _____ books."
110	Getting the Main Idea (Listening)	Change Eddy to Betty.
117	Using Letter-Sound Associations and Context	Line 10, "Print: point. Print or say: Dody made a _____ for our side "
132	Sound Associations for ie	Para 4, "5. Grandfather fried the chicken for lunch."
133	Noting and Remembering Details (Listening)	Change Chris to Jennifer
141	Noting and Remembering Details (Reading)	Change Tom to Susan.
141	Noting and Remembering Details (Reading)	Last line Change master of ceremonies to emcee
142	Conversation	"Ask pupils to name a country they have heard of outside the United States Have them tell what they know "
142	Exposition	"Have a little contest to name the Chinese bug Ask pupils to draw a picture of their idea of the Chinese bug "
153	Vowel Sounds Before r	Para 9 (p. 154), "1 Mary will play third base. 7. Mom needs more wire."

SECRETS

PAGE	SECTION	CHANGE
155	Sound Associations for ou	Para 5, "6. Kim wants to be a scout."
155	Recognizing Word Referents (Listening)	Change Bill to Judy
156	Discussion	Add "Ask - Which of these job in the theatre might you like to have? Are there any that could not be handled by a girl? Who are some women playwrights, authors, performers, actresses?
160	qu/kw/ Association and squ Cluster	Para 3, "2 Sue found a porcupine quill. 4 The policewoman came in a squad car."
172	Evaluative and Creative Thinking	Add "5 Could this story have been about a girl? 6 Who might like to be scientists? 7 What famous woman scientist do you know about? Stimulate children to read about and look for pictures to share of such scientists as: Marie Curie - radium Mildred Rebstock - chloromyceti Ruth Benedict - anthropologist Margaret Mead - anthropologist Jane Goodall - anthropologist
172	The Letter Groups igh, au, ei, eigh	Para 5 (p 173), "6 Pam could see the flash of lightning."
189	Reviewing Basal-Word Recognition	Line 11, "She could see the plane _____."
194	Using Context to Get Correct Meaning (Listening)	Para 4, Line 6, "Alice put a big notice on the board."
208	g/j/ Association (Review)	Para 5, "5 Sometimes I think Jean is a genius."
217	Using Context to get Correct Word Meaning (Listening)	Para 3, Line 2, "Joan ran away in alarm."
232	Noting and Remembering Details (Listening)	Change Tom to Kay
236	Oral Reading and Comprehension Checks	Add "Does the word doctor mean man or woman? How many of you would like to be doctors when you grow up?"

SECRETS

PAGE	SECTION	CHANGE
237	Common Syllable un (Review)	Para 3, "1. She has never been unkind to her dog."
244	Setting of a Story (Listening)	Para 7, Change Jonah to Sue
252	Common Syllables ment, ex (Review)	Para 4, "3 She has a good temperament 6 The boys and girls played on the pavement near the school."
253	Reviewing Basal-Word Recognition	Para 3, "My sister is singing along with her new _____ "
259	Reviewing Basal-Word Recognition	Para 3, Line 3, "When Janet didn't get home, Mom was _____."
260	Discussion	"Lead into the discussion questions with: Discuss the fact that nurses are not necessarily women nor doctors always men. Talk about the advantages of male nurses and other hospital workers such as technicians, dieticians, etc . Ask what member of the hospital staff the children might like to be "

LEVEL 7: REWARDS

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REWARDS

PAGE	SECTION	CHANGE
10	Paragraph beginning on p. 9: "Important criteria used in winnowing the original list to the final selections were: (1) - (5)."	Add "(6) appropriate representation of and balance in the portrayal of sex roles."
35	Vocabulary through Rewards	Add "Miss, Mrs., Mr. and Ms."
50	Sound Associations for ea	Para 8, "1. Father made some good bread yesterday." "3. Ms. Long wants to speak to Peggy." Add - Explain that Ms. is the equivalent of Mr. for it does not denote marital status.
60	Evaluative and Creative Thinking	"3 Do you think animals or people could really be happy trying to be something they are not?"
63	/j/ for g, ge, dge	Para 11, "1. Mary was sitting on the edge of her chair. 4. Sue saw a cat sitting on the window ledge."
64	Using Letter-Sound Association and Context	Line 11, "Print: pinching. Say or print: Jenny's shoes were _____ her toes."
64	Using Special Type as an Aid to Interpretation: Italics	Para 6, Change person to people and he to they.
64	Drawing a Conclusion (Reading)	Para 2, Line 2, Add "and women" after "men."
73	Using Punctuation Marks to get Meaning: Comma	Para 9. Add "Ask: What is the opposite of uncle? Name some of your aunts and uncles."
74	Reviewing Basal-Word Recognition	Para 3, Change Ken to Jane.
80	Evaluative and Creative Thinking	Add "5. Why do you think Peggy's mother worked on Saturday?"
83	After Workbook Exercises	Add Word Recognition Review. Add "Print Mr., Mrs., Miss, Ms. on the board. Explain that Miss Finney is often addressed as Ms".

REWARDS

PAGE	SECTION	CHANGE
98	Recognizing Word Referents (Reading)	Change Dick to Jean and mother to father
98	Reviewing Basal-Word Recognition	Line 10, "In many ways the twin sisters were really quite _____."
106	Fanciful Stories and True-to-Life Stories	Para 2, Change Paul to Christine. LINE 2, "The man who owns the stable lets Christine brush the ..."
115	Sound Associations for c	Para 6, "3. Have you seen her since last summer?"
116	Using Letter-Sound Associations and Context	Line 2, "Print: crooked. Say or print: The woman walked down the _____ path."
123	Sound Association for eigh	Para 2, "1. Tomorrow she will be eight years old."
133	Using Letter-Sound Associations and Context	Line 12, "Print: lace. Say or print: Mother's robe had lovely ____ on it."
135	Reviewing Basal-Word Recognition	Line 9, "Ms. Sweeney was surprised..."
135	Using Letter-Sound Associations and Context	Line 6, "Print" Check. Say or print: She was told to _____ her paper before handing it in." LINE 11, "Print: loved. Say or print: Sara _____ her pet dog."
147	Using Letter-Sound Associations and Context	Para 6, "Print: belongings. Say or print: She took her _____ and left the old house." Para 7, "Print: expert. Say or print: My older sister is an _____ swimmer."
149	Sound Associations for ow	Para 4, "3. As she crept through the dark with her candle, all she could see was her _____."
156-157	Sound Associations for ea (Review)	Para 5, "1. She decided to wear red slacks instead of the green ones."

REWARDS

PAGE	SECTION	CHANGE
157	Using Letter-Sound Associations and Context	Line 7, "Print: lawyer. Say or print: Susan's father is a doctor, and her mother is a _____."
158	Noting and Remembering Details (Listening)	Para 2, Line 3, Change toy truck to puzzle and favorite doll to paddle ball.
166	Sound Association for wr	Para 3, "6. Mother used a hammer and a wrench to fix the pipe."
167	Using Special Type as an Aid to Interpretation: Capital Letters	Line 4, Change Miss to Ms.
168	Recognizing Various Types of Literature: Biography	Para 3, Line 3, Change baseball player to athlete; add "a famous ballet dancer."
169	Using Letter-Sound Associations and Context	Line 12, "Print: question. Say or print: Jean put a _____ mark at the end of the sentence."
170	Narration	Line 2, Change mothers to parents.
170	Discussion	Line 8, Change "man has" to "people have."
177	Using Syllables to Decode Words: Generalization 1	Para 6, "Print: magnets. Say: The science class is learning about _____."
186	Reviewing Basal-Word Recognition	Line 11, "Two women were to speak at the program, and one of them has already _____."
195	Using Letter-Sound Associations and Context	Para 6, "Print: interesting. Say or print: Ann's parents are very _____ people."
197	Using Punctuation Marks to get Meaning	Change Daddy to Mother in #1, 2 and 3.
197	Using Letter-Sound Associations and Context	Para 5, "Print: sand. Say or print: The little girl was playing in the ____."

REWARDS

PAGE	SECTION	CHANGE
198	Narration	"Talk about the many different jobs that people are called upon to do in emergency situations. Discuss how they operate during floods, tornadoes and other disasters. Stress the importance of prevention. Discuss the role of volunteers in disaster situations."
203	Sound Associations for ough	Para 4, "3. Cara has a bad cold and a cough."
204	Making Sense out of Scrambled Words	Line 3, Change him to her.
205	Reviewing Basal-Word Recognition	Line 6, "Say: The woman said that she usually gets up before the sun _____."
206	Using Letter-Sound Associations and Context	Line 2, "Print: insects. Say or print: Our science class is learning about _____."
212	Sound Associations for u	Para 7, "2. Marla found a bunch of keys on the way to school."
212	Common Syllable tion	Para 3, "1. My older sister has a stamp collection."
213	Using Letter-Sound Associations and Context	Para 5, "Print: Parents. Say of print: Joan's _____ gave her a bike for her birthday."
214	Reviewing Basal-Word Recognition	Line 13, "Jill came in first in the race, Mark came in second, and Joyce came in _____."
222	Compound Words	Para 4, "1. She liked to watch tugboats on the river."
231	/j/ for g, ge, dge (Review)	Para 6, "3. She tried to dodge the ball that was coming toward her. 5. She put a wedge in the window to keep it from rattling. 6. Ms. Elliott is going to judge the painting."
232	Making Sense out of Scrambled Words	Line 4, Change Carl to Carla.

REWARDS

PAGE	SECTION	CHANGE
233	Fanciful Stories and True-to-Life Stories (Review)	Para 3, Change he to she, his to her. Para 5, Change he to she, him to her, his to her.
241	Using Letter-Sound Associations and Context	Para 6, "Print: luggage. Say or print: Sue helped put the _____ in the car."
242	Recognizing Word Referents (Listening)	Line 4, Change boys to children.
242	Reviewing Basal-Word Recognition	Line 11, Change Harvey to Helen.
243	Using Letter-Sound Associations and Context	Para 5, "Print: potatoes. Say or print: She planted _____ in her garden."
250	Sound Associations for ew aw, and ow	Para 4, "1. The woman was wearing a hat made of straw."
250	The Long and the Short Vowel Sounds	Para 5, "6. My little sister named our new dog 'Pete" ('Pet')."
251	Using Letter-Sound Associations and Context	Para 6, "Print: Scar. Say or print: The cut left a little ____ on her finger."
251	Recognizing Word Referents (Reading)	Line 3, Change nurse to male nurse.
252	Reviewing Basal-Word Recognition	Line 7, Change he to she.
253	Recognizing Forms of Base Words	Para 4, "1. If you wash a white shirt with some blue socks, the shirt becomes _____."
259	Common Ending ist	Para 5. "2. Nancy wants to be a dentist when she grows up."
260-261	Special Meanings for Groups of Words (Listening)	Para 7, Change Ken to Pam.
261	Getting the Setting of a Story	Para 3, Line 1, Change boy to girl.
263	Discussion	Line 7, Change "Boy Scout drive to clean up a certain street" to a 'polio march."

REWARDS

PAGE	SECTION	CHANGE
269	Reviewing Basal-Word Recognition	Line 9, Change Jack to Cynthia. LINE 10, Change Jack to Jean. LINE 12, Change Mark to Mary.
276	Recognizing -ves Inflections of /f/ -ending Base Words	Para 8, "3. Ms. Little asked Bob to help her put the books back on the shelves. 5. While the men cleared the trail, their wives drove the wagons."
276	Using Letter-Sound Associations and Context	Line 7, "Print: arithmetic. Say or print: She dropped her _____ book on the sidewalk."
278	Using Letter-Sound Associations and Context	Line 15, "Print: prize. Say or print: Martha got a _____ for winning the race."
283	Using Context to Determine the correct Pronounciation of Homographs: Lead	Para 3, "4. A place on a farm used for storing hay is called a mow."
284	Reviewing Basal-Word Recognition	Line 9, "The woman said she would be a little late because she had to take care of several important _____."
291	Using Syllables to Decode Words: Generalization 1	Para 2, Line 11, "Print: contest. Say: Sara really hoped that she would win the _____."
291	Making Inferences (Reading)	Line 3, Add "and boys" after "The girls." Change Terry to Jerry
293	Using Letter-Sound Associations and Context	Para 6, "Print: scrub. Say or print: Ann helped her mother _____ the dog."
298-299	Using Syllables to Decode Words: Generalization 2	Para 3, Line 4, "Print: famous. Say: That woman is very _____."
299	Noting and Remembering Details (Listening)	Para 5, Line 4, "Sometimes Bob and Betty went deep-sea fishing with their parents. Then they all helped father prepare and cook the fish." Para 6, Line 3, "Where did they sometimes go with their parents?... Who fixed the fish for supper?..."

REWARDS

PAGE	SECTION	CHANGE
300	Using Letter-Sound Associations and Context	Line 7, "Print: judge Print or say: Ms. Grant is going to _____ the paintings."
306	Interpretive Thinking	"6. Do you think Hank got tears in his eyes when they saw turnips left to trade for shoes? . . . What makes you think so?" Add "7. Is it all right to cry?"
307	Making Sense out of Scrambled Words	Para 2, Change he to she.

LEVEL 8: PANORAMA

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequence, space, cause-effect, time, etc. Of these paragraphs imbalance favoring males was present although the total number of paragraphs included was not significant. Sentences are also used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately two-thirds feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

PANORAMAS

PAGE	SECTION	CHANGE
10	Paragraph beginning on p. 9: "Important criteria used in winnowing the original list to the final selections were: (1) - (5) "	Add (6) appropriate representation of and balance in the portrayal of sex roles."
43-44	Using Leter-Sound Associations and Context	Para 3, "Print: companies. Say or print: Ellen's dad is a salesman who visits many different _____."
45-46	Reviewing Compound Words	Para 4, Change Jim to Jenny.
54	Reviewing Basal-Word Recognition	Line 14, "The bus was on time as _____." LINE 15, "Jody got a new puppy as a birthday _____."
59	Sound Association for wr	Para 2, "2. She wrecked her car, but no one was hurt."
65	Interpretive Thinking	Add "4. Do you think Arthur didn't really want to play with Maria? Why did Arthur decide to play with Maria?"
65	Evaluative and Creative Thinking	Add "7. What might Arthur's mother have said when she suggested that he play with Maria? Is it true that boys don't like to play with girls or is this a generalization that people have developed and often state when it isn't necessarily true?"
66	Reviewing Common Syllables: dis, ful	Lines 10 - 16, Change Ed to Ellen.
66	Using Letter-Sound Associations and Context	"Print: contagious. Say or print: Judy couldn't have visitors when she was sick because her disease was so _____." "Print: courteous. Say or print: The children are very polite. Visitors enjoy coming to their room because they are _____."
67	Appreciating Literary Style: Stories told in First Person	Para 3, Line 3, Change boy to person.

PANORAMAS

PAGE	SECTION	CHANGE
79	Reviewing Basal-Word Recognition	Line 5, "Say: We are helping prepare a big dinner because we are having _____."
84	Reviewing Common Syllable ment and Common Ending ist	Para 3, 2. and 3. Change dad to mother and druggist to chemist.
85	Using Punctuation Marks to Get Meaning: Review of Common Rules	Para 1, 1. and 2. Change Jimmy to Ginny.
90	Reviewing Common Syllables: re	Line 4, Change father to mother.
97	Sound Associations for oo, oy, oi, ou, ow	Para 6, "1. Dad's going to have to scour that broiler pan to get it clean." 5. The girls followed the crooked path to locate the secret hide-out."
113	Sound Association for kn	Para 2, "4. When Barbara fell off her bike, she skinned her knuckles and her knees."
113	Using Letter-Sound Associations and Context	Line 2, "Print: knapsacks Say or print: When the youngsters went mountain climbing, they carried their things in _____"
122	Decoding Words that Begin with kn	Line 9, Change he to that person. LINE 12, "Print: knickers Trousers that come just below the knees are called _____."
131	Using Context to get Word Meanings (Listening)	Para 6, "Print and pronounce: undaunted Say: The brave woman had a hard job to do, but she seemed undaunted by the dangers she would face "
132	Reviewing Basal-Word Recognition	Add "Print Mr., Mrs., Miss and Ms. on the board. Discuss the meaning and use of each."
132	Using Common Endings to Decode words: ance	Para 4, "Print: advance. Say: Ms. Good knew that when she came home Bob would have done a good job mowing her lawn, so she paid him in _____."
137	Using Punctuation Marks to get Meaning: Apostrophe	Para 1, "4. My brother's bulletin board is filled with pictures of his friends."

PANORAMAS

PAGE	SECTION	CHANGE
143	Reviewing Common Syllables: ex	Line 6, "Ms. O'Leary examined the papers very carefully before she signed them."
143	Recognizing Word Referents (Listening)	See next page for an article about Eleanor Roosevelt to use instead of the article about Henry Ford.
144	Recognizing Word Referents (Listening)	See next page for questions about Eleanor Roosevelt to use instead of the questions about Henry Ford.
149	The Letter Pair gh	Para 5, "2. She fell and cut her knee and thigh. 5. Theresa taught me a trick with string."
149	Syllable Generalization 1 (Review)	Para 3, "4. Her ambition is to become a member of the high school basketball team someday."
149	Using Letter-Sound Associations and Context	Line 2, "Print: flight. Say or print: Ms. Barns had to hurry to the airplane because she almost missed her _____."
162	Reviewing Common Syllables: ness	Line 4, "Ms. Frank was a witness to the automobile accident."

RECOGNIZING WORD REFERENTS
(Listening)

Listen while I read you something about a famous woman, Eleanor Roosevelt.

When Eleanor was a little girl she was acutely sensitive about her lack of beauty. Her aunts and cousins were considered belles of the ball at every party. They were singled out at all the dances. Her mother, too was admired as a beautiful woman. One of her aunts once said to her, "You are the ugly duckling of the family." It made Eleanor very sad.

Eleanor loved her father very much and he adored her. But when Eleanor was very small he left the family. When she was eight, her mother and baby brother, Elliott, died of diphtheria and Eleanor and her other brother went to live with her grandmother. There were no children to play with and she was often sad and lonely.

In her later years the loneliness and suffering she experienced as a child made Eleanor sensitive to the feelings and needs of others - particularly those who were downtrodden or deprived.

SUGGESTION:
Cut along vertical and horizontal lines. Paste into teacher's edition on page 143.

SUGGESTION:
Cut along horizontal line. Paste into teacher's edition on page 144.

Here are the questions:

In the sentence, "They were singled out at every dance," what is meant by they? When Eleanor was called "An Ugly Duckling" the next sentence said, "It made Eleanor very sad." What is meant by it?

In the sentence that begins, "In her later years. . " What is meant by the word her

Listen as I re-read the last sentence. What is meant by the word those? How do you feel about people making statements like the ugly duckling one?

LEVEL 9: FIESTA

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequence, space, cause-effect, time, etc. Of these paragraphs imbalance favoring males was present, although the total number of paragraphs included was not significant. Sentences are also used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately three-fourths feature males.

Whenever possible changes have been made to make a more equitable representation of both male and female characters. The changes in no way interfere with the skills development program.

FIESTA

PAGE	SECTION	CHANGE
12	Paragraph beginning on p. 11: Important criteria used in winnowing the original list to the final selections were: (1) - (5)."	Add (6) appropriate representation of and balance in the portrayal of sex roles."
42-43	Using Letter-Sound Associations and Context	Para 4, "Print: protection. Say or print: Since it was snowing, Jean wore boots for _____."
49	Evaluative and Creative Thinking	Add "7. How many women did you see on the council? Why is it important that more women become involved in government? Do you know of any women mayors? What women are on the Kalamazoo city or county commission?" PRINT Mr., Mrs., Miss, Ms., Dr., Rev. on the board. Indicate that women are often addressed as Ms. as men are addressed as Mr. Neither Ms. nor Mr. designates marital status.
50	Dividing Words into Syllables: Generalization 1	Para 4, #1 - 4 Change Don to Doris and boy hero to girls and boy to girls.
60	Evaluative and Creative Thinking	Add "5. All the zoo workers seemed to be men. Are there roles for women in a zoo? Any women Veterinarians?"
60	Using Letter-Sound Associations and Context	Para 3, "Print: decision. Say or print: Betty had to make a quick _____."
62	Review Pronunciation and Meaning of Glossary Words	Para 2, Line 8, "Ms. Eliot, the mayor's secretary, said the children couldn't see the mayor unless they had an _____."
68	Using Context to get Word Meanings (Listening)	Para 4, Line 8, #2. Change Bob to Barbara.
69	Using Syllables to Decode Words: Generalizations 1 and 2	Para 2, line 4, Change Harry to Harriet.
75	Using Context to Determine the Correct Pronunciation of Homographs: wound	Para 2, Line 3, Change Jerry to Anne.

FIESTA

PAGE	SECTION	CHANGE
75	Using Letter-Sound Associations and Context	Line 7, Change Joey to Jackie.
75-76	Using Context to get Word Meanings (Reading)	Para 4, "1. Jackie says she doesn't mean to call names, but other kids egg her on. Her mother says that she should think for herself. 2. Ms. Smith, a member of the Council said that the city should hire more women in the police department. The Council decided to table the idea until they re-read the law..."
81	Using Letter-Sound Associations and Context	Line 7, Change Jerry to Jenny
81	Decoding Words with the Endings ous, ly, ally	Line 6, Change John to Lee.
82	Review Pronunciation and Meaning of Glossary Words	Line 8, Change boys to girls.
88	Evaluative and Creative Thinking	Add "6. Why do boys make good sitters? Which do you prefer - a boy or girl sitter?
88	Using Letter-Sound Associations and Context	Line 3, Change Mark to Mary. Line 6 - 7, Change Tony to Toni and dad to mother
88	Using Context to get Word Meanings (Listening)	Line 16, 4. Change Dad to Mom.
92-94	Oral Reading and Comprehension Checks	Line 22, "What are some ways you can learn more about coin collecting?" Add "Call attention to Miss Liberty. Show a picture of Justice balancing the scales. Discuss the symbolization. Relate it to the struggle for women's rights."
96	Review Pronunciation and Meaning of Glossary Words	Line 6, Change Dave to Judy.
100	Using Letter-Sound Associations and Context	Line 3, Change Mother to Jack. Line 7, Change he to we.

FIESTA

PAGE	SECTION	CHANGE
100	Using Context to get Word Meanings (Reading)	Para 4, Line 10, "2. All persons at the meeting had a chance to air their ideas."
101	Decoding Words with the Ending ish	Line 6, Change his to a.
109	Using Letter-Sound Associations and Context	Line 3, Change Jim to Jean.
109	Compound Words	Line 7, Change father to mother.
118-119	Recognizing Forms of Base Words (Review)	Line 15, Change The two boys to The children.
119	Interpreting Metaphors	Line 12 and 13, "4. As Mary read her book about underwater exploration, she became a strong, brave aquanaut exploring the ocean depths."
126	Choosing the Right Dictionary Meaning	Line 15, Change The librarian to Ms. Jones. LINE 9 and 10, 3 Change Jerry to Teri.
129	Oral Reading and Comprehension Checks	After line 9, Ask "Would you like to become an aquanaut? What contribution might a female aquanaut make?"
132	Decoding Words with Common Syllables: tion	Line 12, Change boys to children.
139	Stressed Syllables When Affixes are Added to Base Words	Line 16, Change John to Jane LINE 31, "Judy usually finishes every task assigned to her because she has so much determination. LINES 49 and 50, "Jean thought it would be fun to be a news photographer and take pictures of exciting events."
146	Identifying the Topic (Reading)	See last page of changes in Fiesta for an insert to follow the last paragraph in this section
146	Using Syllables to Decode Words: Generalizations 1 and 2	Line 16, "Say a person's job is called a _____."

IDENTIFYING THE TOPIC (READING)

Print on the Board

In New Orleans there was an old building where musicians gathered to play jazz. On the old upright piano was "Sweet Emma Barrett" whose rhythmic chords and solo parts became the talk of New Orleans. Soon passers-by would stop to listen. The hall became known as Preservation Hall. It became a tourist mecca. People from all over the world came to hear "The Saints," "Muskrat Ramble," "Tailgate Blues" and all the Dixieland music played by "Sweet Emma" and the group.

Topics to list:

1. What "Sweet Emma" played.
2. How Preservation Hall became famous.
3. What kind of music was played by the group.

SUGGESTION

Cut along horizontal line and paste into teacher's edition on page 146.

FIESTA

PAGE	SECTION	CHANGE
147	Review Pronunciation and Meaning of Glossary Words	Line 4, Change Jack to Joan.
151	Using Letter-Sound Associations and Context	Line 3, Change Arvin to Anne.
151	Using Punctuation Marks to get Meaning: Apostrophe	Line 7, Change girl to the children.
152	Decoding Words with the Prefix com	Line 8, Change him to your friend. LINE 13, Change Peter to Patty.
158	Dividing Words into Syllables: Generalization 1 (Review)	Line 9, 1. Change dad to mother. LINE 14, 3. Change Dad to Mother.
159	Discussion	Line 1 and 3. Add "or queen" after king.
159	Exposition	Substitute the following instead of the sentence listed, "Why are Queen Elizabeth and Queen Juliana so highly respected by the people in their countries? How are their powers limited? What other royalty do you know about?"
165	Dividing Words into Syllables: Generalization 2 (Review)	Line 9, 1. Change Man-made to Synthetic.
166	Stressed Syllables When Affixes are Added to Base Words	Line 15, Change Alan to Ann. LINE 19, Change Greg to Janet.
166	Using Letter-Sound Associations and Context	Line 6, Change carrots to cheese.
166	Choosing the Dictionary Meaning that Fits the Context	Line 8, 4. Change Barney to Betty LINE 9, 5. "She designed a new container for the product..."
174	Using Apostrophes to get Meaning	Line 8, 3. Change Jerry to Judy.
180	Using Syllables to Decode Words: Generalizations 1 and 2	Line 10, Change boy to girl.
180	Choosing the Right Dictionary Meaning	Line 6, 1. Change He to She and truck to pick-up.

FIESTA

PAGE	SECTION	CHANGE
186	Using Letter-Sound Associations and Context	Line 3, Change Jim to the children
186	Thinking Correct Stress and Intonation	Line 2 and 10, Change Bob to Edna
187	Review Pronunciation and Meaning of Glossary Words	Line 10, Change Jeff to we.
192	Page 236	Following "See the special note below concerning the bibliography page *" Add "1. How many of these books are about males? 2. Who will ask the media specialist to help us add books about girls?"
192	Using Letter-Sound Associations and Context	Line 7, Change Mother to Grandmother
193	Using Context to get Word Meanings (Listening)	Line 11, "3. That girl has so much energy and drive that she succeeds in each task she sets for herself."
200	Common Beginning Syllable: pro	Line 19, 3. Change Dan's father to Robin's mother
200	Using Letter-Sound Asscciations and Context	Line 2, "Print: propose. Say or print: The chairperson had a good idea to _____." LINE 8, Add after brother "or sister."
207	Evaluative and Creative Thinking	Add "7. In Somalia according to this story, women's work and men's work were carefully defined List women's work and men's work on the board Have the children list Somalia occupations under the appropriate title . Then say, 'In our country education is considered important for girls and times are changing. Women work outside the home and men are doing household chores.' How is the work divided in your house? Is it more fair for men to help in the house? Does it make more time for the family to spend together in other things?"

FIESTA

PAGE	SECTION	CHANGE
208	Dividing Words into Syllables: Generalization 1 (Review)	Para 2, #1. Change him and his to her. 4. Change chairman to chairperson. Add "Why is this a better designation?
209	Choosing the Dictionary Meaning that Fits the Context	Line 2, 1. Change Dad to Mom. LINE 7, 4. Change man to person.
215	Recognizing Base Words	Line 6, "Print: discourage, courageous, encourage. Base Word: courage. Ask: If a person is courageous, what behavior is exhibited?
217	Choosing the Right Dictionary Meaning	Line 9, 3. Change Martha to George.
223	Decoding Words with the Endings ent, ence.	Line 5, "Print: obedient. Say: We must be _____ to rules and laws." LINE 14, Change Uncle John to Ms. Jones
231	Discussion	Add "Could this story have been about a girl? Don't some girls have very logical minds? Could they become detectives if they wanted to?"
236	Evaluative and Creative Thinking	Add "6. Discuss how modes of dress have changed; i e., slacks for women, ruffles on men's shirts, etc." 7. Could this story have taken place with a wig and slacks?
238	Reviewing Forms of Base Words	Line 9, 3. Change Alan to Sheri.
243	Understanding and Following Directions (Listening)	Change Jerry to Judy.
244	Review Pronunciation and Meaning of Glossary Words	Line 10, Change Father to Karen.
253	Using Letter-Sound Associations and Context	Line 7, Change Barney to Betty.
254	Choosing the Dictionary Meaning that Fits the Context	Line 6, 3. Change chairman to chairperson. LINE 9, 5. Change boys to girls.

FIESTA

PAGE	SECTION	CHANGE
262	Using Letter-Sound Associations and Context	Line 7, Change his to her.
263	Choosing the Right Dictionary Meaning	Line 6, 1. Change Ted to Tina.

LEVEL 10: KALEIDOSCOPE

In the teacher's edition there are paragraphs included which are designed to develop perception of relationships, sequence, space, cause-effect, time, etc. Of these paragraphs imbalance favoring males was present, although the total number of paragraphs included was not significant. Sentences are also used in the guidebook to reinforce vocabulary, teach the use of context, and to summarize ideas. Of these sentences approximately three-fourths feature males.

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KALEIDOSCOPE

PAGE	SECTION	CHANGE
14-15	Program in Levels 10 through 12	Para 8, add "Special attention has been given to appropriate representation of and balance in the portrayal of sex roles."
46	Evaluative and Creative Thinking	Add "5. Could there have been another reason why Cilly's parents didn't buy him a new bike.?"
49	Understanding End Punctuation Marks	Para 5, Change "model car" to "electric train," Bill to Jackie and Ted to Carol.
50	Decoding Words Strange Only in Printed Form	Line 7, 2 Change Ken to Kim.
66	Using Syllables to Help Decode Words	Line 2, 1 Change Mark to Amy. LINE 4, 3. Change Ted to Terrie.
71	Interpretive Thinking	Add "3 Are the illustrations of modern or ancient Olympic athletes?... (pp. 43-47) 4. Of the five illustrations how many indicate that women participate in the events? 5. Who are some of the women gold medal winners?
77-78	Enriching Language Experiences	2. Add "Appoint, or have children elect periodically, a boy and a girl editor for the sports bulletin board. Thus making sure children are on the alert for pictures and articles about women in athletic events." 4 Para 4, Add "Print the word heroine - relate it to hero."
88	Evaluative and Creative Thinking	Add "4 Why do most of the legends and fables we know tell about the exploits or deeds of men? How will legends of the future be different?"
89	Getting Help from Commas	Para 1 and 2. Change Larry to mom. "2. If you learn to hit Karen will put you in as shortstop."
91	Choosing Correct Meanings in a Dictionary	Line 4, 3. Change Bob to Barbara.

KALEIDOSCOPE

PAGE	SECTION	CHANGE
92	Enriching Language Experiences	3 Add after first sentence "Entourage students to write fables with female characters."
100	Deciding on the Right Meaning - Appositional "or"	Line 2, 1 Change Bill to mother.
100-101	Using Context and Stress Marks to Determine Correct Pronunciation	Para 3, 2. Since the principal spoke to her, Sandra's conduct has improved
102	Crossing the Right Entry Word in a Dictionary	Para 3, 1 Change him to her. 2. Change he to she. 3 Change men to people.
102	Enriching Language Experiences	1. After 2nd sentence, add "Encourage stories with female characters as well as male." After 3rd sentence, add "How Hoola Hoops were Invented, How Croquet Began, How Snowshoes Started, How Golf Began." 2. Delete last sentence, "Boys particularly, may wish to do so "
112	Recognizing and Understanding Metaphors and Similes	Para 1, 1 Change Toby to Sandra 2. Change Jed to Debbie.
112	Getting Help from Commas	Para 1, 2. "Ms Brown, the mail carrier, is Ken's neighbor "
113	After Independent Practice	Add "Word Recognition Practice." Call attention to the Ms. in the second sentence under getting "Help from Commas." Review Mr., Mrs., Miss, and Ms. and other forms of abbreviated address Discuss the fact that Mr designates a male, married or not and that Ms. is its female counterpart.
115	After fourth paragraph	Add "Have the children survey Bazaar as to the number of stories about girls or women. Ask them to make a similar survey of Cargoes (p. 10-11 in reader; p. 38 in guide)
121	Evaluative and Creative Thinking	Add to 3. "why didn't she send Mark to the neighbors?" Add "7 Suppose it had been Karen who

KALEIDOSCOPE

PAGE	SECTION	CHANGE
121	Evaluative and Creative Thinking (con't)	went down to get the keys instead of Mark. How might she have dealt with the burglar and ended up as the heroine."
124	Using Punctuation Marks - Quotation Marks	Para 2, Change boy to girl. Para 4, Line 8, Change "his speech" to "speaking."
137	Evaluative and Creative Thinking	Add "5. How do you feel about catching night crawlers? 6. Do you think Henry's parents really liked it?"
141	Enriching Language Experiences	Line 5, "2 This might be a good time for you to read Ellen Tebbits, another book by the same author to create a desire for reading in your pupils. After reading a short portion of the book put it and other books by Beverly Cleary..."
148-149	Understanding Sentence Structure - Words that Signal Nouns Ahead	Para 8, Line 3, "1 His mother wept."
150	Recognizing Pronoun Referents	Para 1, Line 2, "1 Billie Jean King is a famous tennis player. 2. She is a three time tennis champion." Para 2, Line 2 and 3, Change Neil Armstrong to Billie Jean King.
162	Interpretive Thinking	Add to 2. "How about Laurel? Can you think of anything she did or said that shows what kind of person she is?"
165	Recognizing and Understanding Idioms	Para 1, Line 4, 2. Change Jim to Jan.
183	Evaluative and Creative Thinking	Add to 2. "Alex Karras, pro football player makes needlepoint!"
187	Recognizing and Understanding Compound Words	Para 3, Line 5, 1 Change Ted to Sandra. 2. Change Bill to Henrietta.
239	Using Suffixes to Build Word Meaning	Para 1, Add "5. girlish - brownish."

KALEIDOSCOPE

PAGE	SECTION	CHANGE
251	Recognizing Clue Words - Clues to Correct Sequence	Para 1, 1 Change Dad to We and Mother to Father
273	Visualizing Scenes in a Story	Para 1, 1 Change Bob to Molly.
282	Using Context to Get Meaning	Para 1, 1 Change Tom to Gloria and boy to girl Para 4, Line 3, Change Tom to Gloria.
297	Using ar Index	See last pages of changes in Kaleidoscope for an insert about Susan B. Anthony to use instead of the material on Abraham Lincoln.
297	Using an Index	Para 3, Line 2 Change Lincoln, Abraham to Anthony, Susan. LINE 6, Change boyhood to girlhood.
322	Choosing the Correct Encyclopedia Volume	Para 1, 4 Change Marco Polo to Clara Barton - Para 5 (p. 323) Line 1, Change Polo - Volume 15 to Barton - Volume 2, LINE 4, Change (Marco Polo) to (Clara Barton) and (Polo) to (Barton)
333	Deciding on the Right Meaning - Appositional "or"	Para 1, Line 3, 1. Change Steve to Carol
358	Reading to Draw Conclusions	Para 1, Line 4, "The Hall family enjoyed taking part in different kinds of sports." LINE 3, "Mr. and Mrs Hall, Allan and Ruth all had their own shoes..." LINE 5 and 6, Change Allan's father to Mr. Hall and Allan's mother to Mrs. Hall
371-372	Reading with Proper Expression	Line 8, Change Tommy's to Betsy's.
372	Distinguishing Between Fact and Opinion	Para 1, Line 2, "1. Elizabeth Blackwell was the first woman physician in the United States. "2. The Elizabeth Blackwell Award for women in medicine was a marvelous idea."

KALEIDOSCOPE

PAGE	SECTION	CHANGE
403	After Getting the Main Idea	Add "Summing Up" Remember our surveys of Cargoes and Bazaars? Now let's survey the whole book as to content How many stories, articles and poems are there about girls? boys? neither?

Reference and Study Skills

Using an Index

Print the following main topic, its subtopics, and page numbers on the board:

> Anthony, Susan Brownell, birth of, 91; girlhood of, 91; death of, 100; editor of THE REVOLUTION, 93; ideas on dress reform, 92; ideas on Temperance, 91; lecturer on women's rights, 93; occupation, 91; president of Suffragists,

Then print the following questions:

1. Where did Susan B. Anthony's family live?
2. What was she like when she was growing up?
3. Why did she think women should vote?
4. Why did she think drinking was evil?
5. When was she elected President of the Suffragists?

SUGGESTION: Cut along horizontal line. Paste into teacher's edition on p. 297

LEVEL II: IMAGES

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IMAGES

PAGE	SECTION	CHANGE
14-15	Program in Levels 10 through 12	Para 8, add "Special attention has been given to appropriate representation of and balance in the portrayal of sex roles."
47	Evaluative and Creative Thinking	Insert as question #1, "Who did the dishes in the Huggins household? Who does them in yours?" Renumber other questions as #2, 3 and 4.
79	Getting Help from Commas	Line 3, "2. Whenever she drove, Mary kept her eye on the ball just as the Pro had taught her."
79-80	Using Context and Stress Marks to Determine Correct Pronunciation	Para 3, Line 11, "1. Sue's book report was so long, her teacher asked her to contract it."
115	Enriching Language Experiences	Change "1. Our source of comprehensive information about the award is the media specialist or media assistant in our school."
115	Enriching Language Experiences	Add "5. Instruct children to turn in their books to page 11 to review the selections in Liftoff. Ask, How many of the stories in this section were about boys? How many about girls? If you were selecting stories for a reading book, what stories might you have used to balance the selections? Discuss."
125-126	Reference and Study Skills	Add after Workbook Assignment: Pages 25-27, "Reviewing Abbreviations" Print Mr., Mrs., Ms, Dr., Rev and Col. on the board. Review the meaning of each as forms of address. You may need to explain that Ms. is the equivalent of Mr which does not denote marital status."
126	Thinking Correct Stress	Para 1, Line 2 "2. They were too short to hang the nest, so their parents said, 'We can hang it in the barn.'" LINE 4, Jane and Sue were wondering where to hang the empty wasp's nest... 'We can hang it in the barn,' said Jane."

IMAGES

PAGE	SECTION	CHANGE
207	Understanding Exclamation Marks	Line 4, "3. Little Peggy was jumping up and down happily shouting, "It's mine! It's mine!"
239	Using Prefixes to Build Word Meaning	Line 4, "1. Because it had been precooked, the ham just needed to be heated through."
288	Using Subtopics in an Index	See last page of changes in Images for an insert about swimming to use instead of the material on baseball
331	Choosing the Correct Encyclopedia Volume	Line 5, "4. For what is Elizabeth Blackwell famous? Para 5, If some pupils did not choose Spanish - Volume 18 for Question 3 and Blackwell - Volume 2 for Question 4 " LINE 4, "Names of people (Elizabeth Blackwell) are alphabetized by the last name (Blackwell)."
353	Introducing Pageant	Add a third paragraph. "What would have made this illustration a truly spectacular pageant of sports for both sexes?"
362	Visualizing a Scene in a Story	Line 2, "1. Change Bill to Barbara
363	Using a Card Catalog - Choosing the Correct File Drawer	Add "Note: Talk with the media specialist to be sure all books listed are in the card catalog. If they are not all listed, the media specialist can suggest appropriate titles to substitute."
376	Choosing Correct Meanings in a Dictionary	Line 5, "4. Mary tripped and was about to pitch forward when we grabbed her."
377	Reading Orally Using Correct Stress	Line 2, "1. I'm sick of walking to town every Saturday afternoon," said Jill."
378	Distinguishing Between Fact and Opinion	Line 2, "1. Julie Andrews, the actress, played a leading role in the musical play, 'The Sound of Music.'" LINE 4, "2. Julie Andrews is an actress."

IMAGES

PAGE	SECTION	CHANGE
387	Choosing Correct Meanings in a Dictionary	Line 2, "1 Mother signed the contract with a flourish."
401	Recognizing Vague Expressions	Line 2, "1. Emily scored only a few strikes in bowling last year." LINE 3, "2 Emily scored twenty strikes last year "
409	Evaluating an Author's Qualifications	Para 1, 1 Change Mary to Scott
410	Enriching Language Experiences	Add "3 Remind children of their survey of Liftoff to find how many stories and articles were about girls and women. Ask them to turn to the table of contents for IMAGES and complete their tally of the entire book "

Reference and Study Skills

Choosing Subtopics in an Index

Print the following main topics, its subtopics, and page numbers on the board:

Swimming, famous swimmers, 36-37; history of, 40-42; how to swim, 36-38; lifesaving, 38; meets, 36, water ballet, 37; water safety, 39

Then below, print the following questions and ask the children to choose the appropriate subtopic for each one:

1. What woman first swam the English channel?
2. What are the five basic swimming strokes?
3. What does a lifeguard mean by a cross-chest carry?
4. How can drowning be prevented?
5. How do we know swimming is one of the oldest sports?
6. How are rules for swimming meets established?

SUGGESTION: Cut along horizontal line. Paste into teacher's edition on page 288

LEVEL 12: GALAXIES

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GALAXIES

PAGE	SECTION	CHANGE
14-15	Program in Levels 10 through 12	Para 8, add "Special attention has been given to appropriate representation of and balance in the portrayal of sex roles."
50	Decoding Words Strange Only in Printed Form	Para 2, Line 2, 1. Change Ted to Janet.
66	Using Punctuation Marks - Quotation Marks	Para 1, Line 3, 2. "We all read "Chartless" by Emily Dickinson, together.
67	Getting Help from Commas	Para 1, Line 3, 2. "Mrs. Evans, Jean's aunt, is a lawyer." Para 2, Line 3. Change Jim's uncle are pilors to Jane's aunt are lawyers. LINE 4, "Mrs. Evans, who is Jean's aunt, is a lawyer."
76	Choosing Correct Meanings in a Dictionary	Para 1, Line 4, 3. Change Michael to Michele.
89-90	Using an Index - Choosing Key Words	Para 1, Line 4, 3. "For what contribution is Jane Addams famous? Para 3, Line 8 (page 90) 3. Change Salk to Addams.
109	After Using Punctuation Marks - Quotation Marks	Add "Reviewing Content. Instruct pupils to turn back to the Table of Contents for Odyssey (p. 10 in reader; p. 109 in guide). Then ask: 'How many of the stories were about boys? How many had girls as leading characters?'"
120	Getting Help from Commas	Para 1, Line 2, 1. Change Mr. Blake to Mrs. Blake.
129	Recognizing and Understanding Personification	Para 1, Line 2, 1. Change Tom's to Pam's.
132	Recognizing and Understanding Idioms	Para 1, Line 2, 1. Change Mike to Karen. LINE 3, 2. Change Mr. Green to Mrs. Green. Para 2, Line 3, Change Mike to Karen
148-149	Using a Card Catalog - Choosing the Correct File drawer	Para 1, Line 2, 1. Change Harve Zemach to Laura Ingalls Wilder.

GALAXIES

PAGE	SECTION	CHANGE
148-149	Using a Card Catalog (con't)	Para 3, Line 3, Change (X-Z) to (U-W), LINE 4, Change Z to W.
149	Using a Card Catalog - Choosing the Correct File Card	Para 1, Line 3, 2 Change Ted Hughes to Suzanne Martel.
155	Evaluative and Creative Thinking	Add "3 Look at page 168. Can you find a misprint in Captain Stardriver's first speech?" (Answer: It should read '.. Apprentice Spaceman Cosmo Stardriver') "
155	After Hinky -Pinky	Add "Recognizing Abbreviations for Forms of Address. Print Dr. on the board. Ask 'Was Dr. Archivista a medical doctor? 'What other abbreviations do we use in addressing people?' Print Mr., Mrs., Ms., Rev. and Col. Explain that Ms. is the equivalent of Mr which does not denote marital status."
155	Using Prefixes to Build Word Meaning	Para 1, Line 5, 2. Change his to her LINE 6, 3 Change Mrs. to Ms
159	Distinguishing Between Fact and Opinion	Para 1, Line 2, "1. Florence Chadwick was the first woman to swim the English Channel both ways." LINE 4, "2 Florence Chadwick was the bravest swimmer of her time."
217	Understanding Sentence Structure - Simple Predicates and Verbs	Para 1, Line 3, 1. Change Rufus to Rachel.
231	Recognizing Pronoun and Adverb Referents	Para 1, Line 2, "1. Robin went out to the hills on the golf course She planned to ski there " LINE 3, 2 Change Ann to Andy and delete mom.
241	Reading to Draw Conclusions	Para 1, Line 2, Change Bill to Tammie and uncle to aunt LINE 9, "Maybe she'll be able to take us on the Scout cookout after all."

GALAXIES

PAGE	SECTION	CHANGE
250	Using Prefixes to Build Word Meaning	Para 1, Line 9, 6. Change little girl's to baby's.
276	Evaluating an Author's Qualifications	Para 1, Line 14, "2. John Cantor Mr Cantor was the headmaster of a school in Africa for many years."
292	Evaluating an Author's Qualifications	Para 1, Line 15, 2. Change Elizabeth to Adam. LINE 18, 3. Change Adam to Elizabeth.
300	Choosing Appropriate Reference Aids	Para 2, Line 11, 10 Change organized baseball to swimming.
311	Thinking Correct Stress	Para 3, Lines 3-4, 1 and 2. Change Tom to Jean and Glen to Diane
326	Thinking Correct Stress	Para 1, Lines 3-4, 1 and 2. Delete The boys'.
348	Recognizing Assumptions	Para 1, Lines 2-5, "1. Ms. Heath used to be an actress, so she'll want to help us produce our class play. 2. Ms. Heath used to be an actress, so she may want to help us produce our class play."
369	Recognizing and Understanding Proverbs	Para 1, Line 2, Change Greg to Amy and chairman to chairperson.
387	Using a Card Catalog - Choosing the Correct File Drawer	Para 1, Line 2, 1. Change Milton Lomask to Mary Buff.
394	Using Context to Choose Correct Meanings	Para 1, Line 2. "1 A person who prefers not to work to make a living is sometimes called a parasite "
395	Distinguishing Between Fact and Opinion	Para 1, Line 2, "1 Beverly Cleary wrote the story Ellen Tebbits. 2. Beverly Cleary is the best of the adventure story writers."

PART II - Poetry Selections

A search for female oriented poetry was made to help balance the poetry included in the Teacher's Editions. Each poem is included to insure availability.

A note appears at the top of each poem to indicate why it is included and to suggest its usefulness.

POETRY SELECTIONS

Theme: Let's Play

"Spinning Song"	Zilpha Snyder	107
"Millie and Willie"	Eve Merriam	108
"Skating"	Herbert Asquith	109
"The Artists"	Zilpha Snyder	110
"Marching Song"	Robert Louis Stevenson	111
"Jill Came From The Fair"	Eleanor Farjeon	112
"My Turn"	Melanie Ray	113
"Horseback Ride"	Siddie Joe Johnson	113
"Girls Can Too"	Lee Bennett Hopkins	114
"Tricia's Fish"	Lee Bennett Hopkins	114

Theme: Alone By Myself

"Silent Hill"	Zilpha Snyder	115
"Narcissa"	Gwendolyn Brooks	116

Theme: Occupations

"Automobile Mechanics"	Dorothy Baruch	117
"The Dentist"	Rose Fyleman	118
"Miss Hortense Rogers - The Grade School Principal"	Mary O'Neill	119

Theme: Nature's Seasons, Planets and Elements

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Main characters are two little girls that are the "playground stars."

- - - - -

SPINNING SONG

The bar is smooth
 beneath our knees,
Our hands are strong,
 we sit at ease,
And when we're set
 we grab hold tight,
And back we spin
 with all our might.
The bar gets hot--
 around, around--
Our flying hair
 whips air and ground.
Of all who spin
 on playground bars,
We are the best!
 we are the stars!
Jeanette's my friend,
 and it is she,
Who always goes
 around with me.

Zilpha Keatley Snyder,
Today is Saturday
Atheneum

Characters are girls and boys (playing ball), poem says it is silly for girls to play with girls only, as well as boys playing with boys only. Good poem for discussing boy, girl relationships that is playing games together, etc.

- - - - -

MILLIE AND WILLIE

When
Millie and Dottie and Lottie
And Rita and Carmencita
All play ball
And Willie wants to play, too,
And they say
"Go away, you're a boy.
"Go jump in the lake, bellyache!"
Then
Don't you agree with Willie,
That girls are stupidly silly?
But
When Willie and Freddy and Teddy
and Juan and Don
Play ball
And Millie wants to play, too,
And they say
"Go away, you're a girl.
"Go tell your mother she wants you,
You big fat skinny dunce you!"
Then
Don't you agree with Millie,
That boys are stupidly silly?

79 Eve Merriam,
<u>There is No Rhyme for Silver</u>
Atheneum

Poem about a little girl who is an excellent skater.

- - - - - -

SKATING

When I try to skate,
My feet are so wary
They grit and they grate:
And then I watch Mary
Easily gliding,
Like an ice-fairy;
Skimming and curving,
Out and in,
With a turn of her head,
And a lift of her chin,
And a gleam of her eye,
And a twirl and a spin;
Sailing under
The breathless hush
Of the willows, and back
To the frozen rush;
Out to the island
And round the edge,
Skirting the rim
Of the crackling sedge,
Swerving close
To the poplar root,
And round the lake
On a single foot,
With a three, and an eight,
And a loop and a ring;
Where Mary glides,
The lake will sing!
Out in the mist
I hear her now
Under the frost
Of the willow-bough
Easily sailing,
Light and fleet,
With the song of the lake
Beneath her feet.

80

Herbert Asquith,
From Time for Poetry (Revised) 1959
by May Hill Arbuthnot
Scott, Foresman and Company

The artist referred to is a little girl.

- - - - -

THE ARTISTS

One Saturday
I took a walk.
Inside my pocket
Was some chalk.
Eight big pieces,
A new box full.
I walked lonely,
Feeling dull,
For a very long way
Before I saw
Nice new blacktop.
I like to draw.

Where she came from
I don't know.
She poked the chalk box
With her toe.
"Help yourself."
Was all I said.
She just smiled
And went ahead.

I've been drawing
Since I was three.
I'm a good artist.
So was she.

Zilpha Keatley Snyder
Today is Saturday
Atheneum

Poem has a little girl commanding the March.

- - - - - -

MARCHING SONG

Bring the comb and play upon it!
Marching, here we come!
Willie cocks his highland bonnet,
Johnnie beats the drum.
Mary Jane commands the party,
Peter leads the rear;
Feet in time, alert and hearty,
Each a Grenadier!
All in the most martial manner
Marching double-quick;
While the napkin, like a banner,
Waves upon the stick!
Here's enough of fame and pillage,
Great commander Jane!
Now that we've been round the village,
Let's go home again.

Robert Louis Stevenson,
From Time for Poetry (Revised)
by May Hill Arbuthnot
Scott Foresman and Company

Main subject in poem is a girl.

- - - - - -

JILL CAME FROM THE FAIR

Jill came from the Fair
With her pennies all spent.
She had had her full share
Of delight and content;
She had ridden the ring
To a wonderful tune,
She had flown in a swing
Half as high as the moon,
In a boat that was drawn
By an ivory swan
Beside a green lawn
On a lake she had gone,
She had bought a gold packet
That held her desire,
She had touched the red jacket
Of one who ate fire,
She had stood at the butt,
And although she was small
She had won a rough nut
With the throw of a ball,
And across the broad back
Of a donkey a-straddle,
She had jolted like Jack-
In-the-Box on a saddle--
Till mid frolic and shout
And tinsel and litter,
The lights started out
Making everything glitter,
And dazed by the noise
And the blare and the flare,
With her toys and her joys
Jill came from the Fair.

Eleanor Farjeon
From Time for Poetry (Revised) 1959
by May Hill Arbuthnot
Scott Foresman and Company

Subject is human female.

- - - - - -

MY TURN

Kenny always beats me
to the breakfast table

and he always eats
the very first pancake

and he always sits
closest to the maple syrup.

Today, I got up first
and beat him to everything

---even the hot chocolate!

Melanie Ray
From Girls Can Too!
Selected by Lee Bennett Hopkins
Franklin Watts Inc.

Reference to animal in feminine gender.

- - - - - -

HORSEBACK RIDE

Old Nellie is so very high,
I am a little scared to be
Up in the sky on top of her,
With Gilly and Ann in back of me.

But when she starts to gallop some,
I close my eyes and travel free.
Nothing else in the world but us--
No one by but the wind to see
How we go flying down the field,
Nellie and Gilly and Ann and me.

Siddie Joe Johnson
From Girls Can Too!
Selected by Lee Bennett Hopkins
Franklin Watts Inc.

Poem speaks to fact that there are games often thought of for boys only - that girls can play also. Good poem for discussion of boy/girl relationships in connection with playground activities, etc.

- - - - - -

GIRLS CAN, TOO!

Tony said: "Boys are better!
They can...

whack a ball,
ride a bike with one hand
leap off a wall."

I just listened
and when he was through,
I laughed and said:

"Oh, yeah! Well girls can, too!"

Then I leaped off the wall,
and rode away
With his 200 baseball cards
I won that day.

Lee Bennett Hopkins
From Girls Can Too!
Franklin Watts Inc.

Subject in poem is a little girl who is very good at catching all the fish.

- - - - - -

TRICIA'S FISH

Whenever I go fishing
I keep on wishing
I wouldn't catch so many!

Because--

Ralph and Ron and Ricky,
Martha, Marge and Mickie

don't
ever, ever
catch any!

Lee Bennett Hopkins
From Girls Can Too!
Franklin Watts Inc.

Main character little girl, without fear.

. . . . . .

SILENT HILL

Anne says she dreams sometimes--and so do I--
About the child we saw go by.
In the late afternoon we saw her pass,
Slowly and without a sound. The deep grass
Bent before her, as where a soft wind goes.
Except we know that no wind ever blows
The dark deep grass on Silent Hill.

My grandma says that back before her day,
There was a fine house there upon the crest,
Where now a blackened chimney leans to rest
Against the sky. And now and then nearby,
Like a leaf of ash, a dark bird drifts without a cry.
Nothing else goes there. No boys climb up to play.
Even the wild deer seem to keep away.
But Anne is not afraid. And sometimes we go near
To listen to the soft hush, deep as fear,
Heavy as smoke, that seems to hang there still,
Where only dreams walk now--on Silent Hill.

Anne says she dreams sometimes--and so do I--
About the child we saw pass by,
On Silent Hill.

Zilpha Keatley Snyder
Today is Saturday
Atheneum

Subject of poem is a girl.

NARCISSA

Some of the girls are playing jacks.
Some are playing ball.
But small Narcissa is not playing
Anything at all.

Small Narcissa sits upon
A brick in her back yard
And looks at tiger-lilies,
And shakes her pigtails hard.

First she is an ancient queen
In pomp and purple veil.
Soon she is a singing wind.
And, next, a nightingale.

How fine to be Narcissa,
A-changing like all that!
While sitting still, as still, as still
As anyone ever sat!

Gwendolyn Brooks
Bronzeville Boys and Girls
Harper and Row

Main characters are Dad and "I"--
this poem could be used to point
out the fact that boys and/or
girls could be auto mechanics.

- - - - - -

AUTOMOBILE MECHANICS

Sometimes
I help my dad
Work on our automobile.
We unscrew
The radiator cap
And we let some water run--
Swish--from a hose
Into the tank.

And then we open up the hood
And feed in oil
From a can with a long spout.
And then we take a lot of rags
And clean all about.
We clean the top
And the doors
And the fenders and the wheels
And the windows and floors....
We work hard
My dad
And I.

Dorothy Baruch
From Time for Poetry (Revised) 1959
Scott, Foresman and Company

Poem written using pronoun "I" -- this poem could be good discussion material pointing out that males and females could be dentists.

- - - - -

THE DENTIST

I'd like to be a dentist with a plate upon the door
And a little bubbling fountain in the middle of the floor;
With lots of tiny bottles all arranged in coloured rows
And a page-boy with a line of silver buttons down his clothes.

I'd love to polish up the things and put them every day
Inside the darling chests of drawers all tidily away;
And every Sunday afternoon when nobody was there
I should go riding up and down upon the velvet chair.

Rose Fyleman
From Time for Poetry (Revised)1959
by May Hill Arbuthnot
Scott, Foresman and Company

Subject in poem is female-school principal.

- - - - -

MISS HORTENSE ROGERS, THE GRADE SCHOOL PRINCIPAL

"Why did you do it?"
The principal said
And I beside her
Sick with dread
Stared at the hair
On top of her head
A tumble-down mountain
Part gray, part red.
"Strange actions for
A little lass
The best behaved of
All her class!
Why did you pinch
Little Johnny Carew?
He's never been known
To bother you.
And you stuck out your tongue
At your teacher, too.
Why did you grab
Emmy Rimini's ball,
And trip her coming
Down the hall?"
On her wall George Washington's bust
Was covered with sunshine and with dust.
On her desk a cut-glass vase
Held the chopped-up parts of the
principal's face.
"Is it because young
Johnny Carew
Doesn't walk home from school
With you?
It couldn't be that--
Or could it be?
How old was I when
That happened to me?"
I think she was thumbing
Through her mind
For something lost that
She had to find,
Because for a while
She stood real still
With her hands on the edge
Of the window sill
And when she turned
I could sort of see
The third-grade girl
She used to be,
With bright red hair
And hoppity feet
Running down a
Village street
Smelling things that
Teased her nose
In the time of the
Butterfly
And the rose....
Running and running
Through a wood
Back to the place where
Both of us stood,
In the principal's room
On the second floor
Where her name in gold
Is on the door.
"Envy's a horrible weed,"
She said.
"With a snaky stem and a
Monster's head--
Dig it out and
Throw it away.
Tell them you're sorry and
Mean what you say."
Swollen with tears
I could not speak
And them she kissed me
On the cheek!
Miss Hortense Rogers,
Miss Principal Thing
Friend of my first
Lovelorn spring.

Mary O'Neill
People I'd Like to Keep
Doubleday and Company, Inc.

Use of feminine gender in reference to the moon.

- - - - - -

THE MOON

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way,
And flowers and children close their eyes
Till up in the morning the sun shall arise.

Robert Louis Stevenson
A Child's Garden of Verses
Franklin Watts Inc.

Nature element referred to in feminine gender.

Season referred in feminine gender.

THE RAIN SHE HAS A SILVER BROOM

The rain she has a silver broom
A silver broom has she,
She sweeps the flat broad countryside
And house and street and tree.

She sweeps away the blowing dust
Till every leaf is clean,
And tree trunks shine a dripping black
And fields a dazzling green.

Even the dusty sheep which stand
Backs humped against the rain,
Under her broom turn fair and white
Like little lambs again.

Elizabeth Coatsworth
From An Invitation to Poetry
Selected by Marjory Lawrence
Addison-Wesley

APRIL

It's spring! Farewell
To chills and colds!
The blushing, girlish
World unfolds

Each flower, leaf,
And blade of sod--
Small letters sent
To her from God.

The sky's a herd
Of prancing sheep,
The birds and fields
Abandon sleep,

And jonquils, tulips,
Daffodils
Bloom bright upon
The wide-eyed hills.

All things renew.
All things begin.
At church, they bring
The lilies in.

John Updike
A Child's Calendar
Alfred A. Knopf

Subject of poem is a girl.

Moon referred to in feminine gender.

ELLA

Beauty has a coldness
That keeps you very warm.
"If I run out to see the clouds,
That will be no harm."

So Ella left her oatmeal
And fleecy coat behind
And ran into the winter
Where there were clouds to find.

Mother dear went following,
But reprimand was mild.
She knew that clouds taste better than
Oats to a little child.

Gwendolyn Brooks
Bronzeville Boys and Girls
Harper and Row, Inc.

FULL MOON

One night as Dick lay fast asleep,
  Into his drowsy eyes
A great still light began to creep
  From out the silent skies.
It was the lovely moon's, for when
  He raised his dreamy head,
Her surge of silver filled the pane
  And streamed across his bed.
So, for awhile, each gazed at each--
  Dick and the solemn moon--
Till, climbing slowly on her way,
  She vanished, and was gone.

Walter de la Mare.
From Time for Poetry (Revised) 1959
by May Hill Arbuthnot
Scott, Foresman and Company

Earth referred to in feminine gender.

- - - - - -

MRS. EARTH

Mrs. Earth makes silver black,
  Mrs. Earth makes iron red,
But Mrs. Earth cannot stain gold
  Nor ruby red.
Mrs. Earth the slenderest bone,
  Whitens in her bosom cold,
But Mrs. Earth can change my dreams
  No more than ruby or gold.
Mrs. Earth and Mr. Sun
  Can tan my skin, and tire my toes,
But all that I'm thinking of, ever shall think,
  Why, neither knows.

Walter de la Mare
From Rhymes and Verses, Collected Poems for Young People
Holt, Rinehart and Winston

Main character a little girl and a friend observing nature in the woods.

- - - - - -

MARCH

One of these windy mornings
Janie and I will go
Over the dingy meadow,
Over the crusty snow,
Down to the woods where the pines grow tall
And the rabbits hide by the old stone wall.
We'll look for a sheltered hollow
Under some spreading tree,
And there, in the leaf-brown darkness,
The deep, soft-breathing darkness,
What do you think we'll see!

The slender blade of a jonquil
Thrusting out of the mold--
Though ice is still on the river
And the clear, bright air is cold--
But Janie and I are both aware
Of why it's standing so boldly there:
For it's a promise of April
The Lady of Spring designed
And planted there on purpose,
On special, special purpose,
On most particular purpose
For Janie and me to find!

Sara Hay
From Poems to Grow On
by Jean M. Thompson
Beacon Press

Subject in poem is a great American lady.

PHILLIS WHEATLEY

A little girl was sitting
Near her mother's house one day;
Sat list'ning to the laughter
Of the other children's play.

A shadow fell before her,
Past her mother's watchful eye;
Two roughened hands then seized her,
As they choked her frightened cry.

A slave block in old Boston
Claimed this infant of the sun,
A saddened, weakened child with
Not a friend, not even one.

But Lady Luck stood near her;
On her Fate smiled most sweetly,
For Phillis soon was bought by
Kind Mister John A. Wheatley.

She found this life delightful--
None of slavery's pains she knew.
She called her bonds a blessing,
Though such thoughts were held by few.

Her mistress taught her reading,
And she grew so skilled with rhymes
Her poems became so famous
They are read till present times.

Eloise Culver
Great American Negroes in Verse
1723-1965
Associated Publishers, Inc.

Subject in poem is a great American.

- - - - - - -

DR. MARY M. BETHUNE

The sun was shining down on
A cabin dull and gray.
But its household knew a rapture
No want could snatch away.

Old Granny sat and rocked there.
Back-bent from slave days past.
She smiled and sang so softly,
"Thank God, we're free at last!"

The hut was small but twenty,
Would call it home always.
They worked the cotton fields and
To God they gave true praise.

But Mary had a craving,
A great and driving need;
To go to school like others;
Work hard and learn to read!

She walked five miles to school, but
Before she went to bed,
She taught the other children
Just what she heard and read!

She knew what she must do now:
She'd gather God's Black Pearls,
And help improve their chances;
She'd start a school for girls!

One happy day she welcomed
Five girls, her own small son,
Surprising those who'd warned her,
"My child, this can't be done!"

When students lacked tuition;
For shops were closed and still,
A presidntial letter
Brought Mary's drive and skill.

Her kind of dedication
Comes once in many years.
Her deeds made us so grateful
They left no room for tears!

Eloise Culver
From Great American Negroes in Verse
1723-1965
Associated Publishers, Inc.

Subject in poem is a great American lady.

- - - - - -

HARRIET TUBMAN

"Miss Moses" people called her,
For she was very brave.
She opened doors of freedom
To help the hopeful slave.

She led her folk from bondage
On many, many trips;
A gun beneath her cloak but
A prayer on her lips!

Sometimes they grew so frightened
Their bodies quaked with fears.
She nedged them with her gun and
Then wiped away their tears!

She slipped behind the Rebel lines;
A Union spy was she,
She burned their crops and freed
their slaves,
Then left to set more free!

Eloise Culver
From Great American Negroes in Verse 1723-1965
Associated Publishing, Inc.

Subject of poem is human female.

- - - - - -

THE GOOD JOAN

Along the thousand roads of France,
Now there, now here, swift as a glance,
A cloud, a mist blown down the sky,
Good Joan of Arc goes riding by.

In Domremy at candlelight,
The orchards blowing rose and white
About the shadowy houses lie;
And Joan of Arc goes riding by.

On Avignon there falls a hush,
Brief as the singing of a thrush
Across old gardens April-high;
And Joan of Arc goes riding by.

The women bring the apples in,
Round Arles when the long gusts begin,
Then sit them down to sob and cry;
And Joan of Arc goes riding by.

Dim fall the hoofs down old Calais;
In Tours a flash of silver-gray,
Like flaw of rain in a clear sky;
And Joan of Arc goes riding by.

Who saith that ancient France shall fail,
A rotting leaf driv'n down the gale?
Then her sons knew not how to die;
Then good God dwells no more on high.

Tours, Arles, and Domremy reply!
For Joan of Arc goes riding by.

Lizette Reese
From Time for Poetry (Revised 1961)
by May Hill Arbuthnot
Scott, Foresman and Company

Subject in poem is human female.

- - - - - -

ABIGAIL'S FINGERS

One day Abigail said
In surprise
"My fingers are almost
The same as my eyes.
Fingers are always
Bringing me news
Toes never know
Because of shoes.
They tell me what
Is hot and cold,
And what is too heavy
For me to hold.
They lift my crayons,
Smooth my hair,
And tuck me into
My underwear.
They hang my clothes
On proper hooks,
Put things into and
Out of pocketbooks
They tell me what
Is soft and hard
And help me write
A postal card.
They know the rough
Of brick and log
And that softest thing
Is fog."

Mary O'Neill
From Fingers are Always Bringing Me News
Doubleday and Company, Inc.

Subject in poem is human female.

- - - - - -

SARAH'S FINGERS

Sarah's fingers are long and thin
And as busy as bees.
They can rap, swing, and beat
A rhumba on her knees.
They can remove buttons from button-tufts
In a breeze.
Catch dust motes and rid
The cat of fleas.
Sarah's fingers can scratch
But they don't like this.
They'd much rather
Pick a flower or
Blow a kiss.

Mary O'Neill
From Finger's are Always Bringing Me News
Doubleday and Company, Inc.

Subject in poem is human female.

MY FRIEND, LEONA

Leona knows the alleys
Where people eat and sleep
In helter-skelter houses
And the company they keep.
She knows a hump-back beggar
And a Welfare man,
A lady who tells fortunes
With a peacock-feather fan
And she can raise geraniums
In a tomato can.
She says she has ribbons
Wide as my hand
But she fastens her hair
With a rubber band.
She says she has dresses
Too sweet to be seen
But the ones she wears
Are scrimped and mean.
She says her home
Is huge and fair
But at present she's
Not living there.
She says it's beautiful
Grand and neat
With seven white pillars
Set back from the street,
With willow trees arching
The elegant drive
Silvering people
As they arrive. . .
That her father's the captain
Of a ship
Off on a long
Mysterious trip. . .
That her mother's a princess
In disguise
Making and peddling
Blueberry pies.
Her mother has beaten
Her black and blue
For saying things
That are not true
But Leona shouts back:
"Yes, they are, too!
I can see them plainer
Than day-old bread
Or the plaster peeling
Over my head!"
And then Leona
Will snuffle and try
To explain that she can't
Always rely
On what comes to her
By ear or by eye.
Then her mother says:
"You'll have no more to do
With the saying of things
That are not true.
You know what happens
To people like you?
Shunned and set in the midst
Of strife--
Is that what you
Want out of life?"
Leona's head
Which she holds so high
Droops as these words
Go stabbing by.
Her shoulders sag
And the big surprise
That lights Leona
Goes out of her eyes.
And I am afraid
Some awful day
My friend, Leona,
Will stay that way.
Leona's a liar
Some people say
But I think of her another way.
Just ask Leona the
Way to a place--
There'll be no lie
In the map she'll trace.
When lessons are far
Too hard to do
Leona's answers come
Out true.
And when the truth
Stings like a bee
She'd never tell it on
You or me.
Leona makes over
Things she can't hear
All ugly streets
And ratted hair
All frightened things
And things that glare
The hole in the carpet
And the chair.
All broken ones
Who sit and stare
From window sills in
Their underwear.
Listen to her
And you'll see
Everything as it
Wants to be. . .
Leona's tall and her eyes are blue
And if you knew Leona you'd love her, too!

Mary O'Neill
People I'd Like to Keep
Doubleday and Company, Inc.

Subject in poem is patriotic female.

- - - - - -

BARBARA FRIETCHIE

Up from the meadows rich with corn,
Clear in the cool September morn,

The clustered spires of Frederick stand
Green-walled by the hills of Maryland.

Round about them orchards sweep,
Apple and peach tree fruited deep,

Fair as the garden of the Lord
To the eyes of the famished rebel horse,

On that pleasant morn of the early fall
When Lee marched over the mountain-wall,--

Over the mountains winding down,
Horse and foot, into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind: the sun
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her fourscore years and ten;

Bravest of all in Frederick Town,
She took up the flag the men hauled down;

In her attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,
Stonewall Jackson riding ahead.

Under his slouched hat left and right
He glanced: the old flag met his sight.

"Halt!"--the dust-brown ranks stood fast.
"Fire!"--out blazed the rifle-blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash.

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

"Shoot, if you must, this old gray head,
But spare your country's flag," she said.

A shade of sadness, a blush of shame,
Over the fact of the leader came;

The nobler nature within him stirred
To life at that woman's deed and word;

"Who touches a hair of yon gray head
Dies like a dog! March on!" he said.

All day long through Frederick street
Sounded the tread of marching feet;

All day long that free flag tost
Over the heads of the rebel host.

Ever its torn folds rose and fell
On the loyal winds that loved it well;

And through the hill-gaps, sunset light
Shone over it with a warm good-night.

Barbara Frietchie's work is o'er,
And the Rebel rides on his raids no more.

Honor to her! and let a tear
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,
Flag of Freedom and Union, wave!

Peace and order and beauty draw
Round thy symbol of light and law;

And ever the stars above look down
On thy stars below in Frederick town!

John Greenleaf Whittier
From Poems for Seasons and Celebrations
Edited by William Cole
World Publishing Company

Main character is a girl; father is seen in a role that mother is often in.

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IT WAS

When he came to tuck me in
And pat me on the head,
He tried to guess (he always does)
Who was in my bed.

"Is it Sally?" he guessed first,
"Or her sister Joan?
It's such a wriggling little girl,
It couldn't be my own."

"It can't be Mary Ann," he said,
"Or Deborah because
All their eyes are much too blue--
MY GOODNESS ME, I THINK IT'S YOU!"
And he was right. It was.

Dorothy Aldis
From Poems to Grow On
Compiled by Jean McKee Thompson
Beacon Press

"Night" referred to in feminine gender.

- - - - - -

CHECK

The Night was creeping on the ground!
She crept and did not make a sound.
Until she reached the tree: And then
She covered it, and stole again
Along the grass beside the wall!
--I heard the rustling of her shawl
As she threw blackness everywhere
Along the sky, the ground, the air.
And in the room where I was hid:
But, no matter what she did
To everything that was without,
She could not put my candle out!
So I stared at the Night! And she
Stared back solemnly at me!

James Stephens
From Time for Poetry (Revised 1961)
Scott, Foresman and Company

Animals referred to in the feminine gender.

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THE WONDERFUL MEADOW

Over in the meadow, in the sand, in the sun,
Lived an old Mother-Toad and her little toady one.
"Leap," said the mamma. "I'll leap," said the one,
And she leaped with her mamma in the sand, in the sun.

Over in the meadow, where the water runs blue,
Lived an old Mother-Fish and her little fishes two.
"Swim," said the mamma. "We'll swim," said the two.
And they swam and they danced in the water so blue.

Over in the meadow, in the old apple-tree,
Lived a Mother-Bluebird and her little birdies three.
"Sing," said the mamma. "We'll sing," said the three,
And they sang their sweet songs in the old apple-tree.

Over in the meadow, in the reeds on the shore,
Lived a Mother-Muskrat and her little ratties four.
"Dive," said the mamma. "We'll dive," said the four.
And they dove every day, 'mid the reeds on the shore.

Over in the meadow, in their snug little hive,
Lived a Mother-Honeybee, and the little bees were five.
"Buzz," said the mamma. "We'll buzz," said the five.
And they buzzed and made honey in their busy little hive.

Over in the meadow, in a nest built of sticks,
Lived a black Mother-Crow and her little blackies six.
"Caw," said the mamma. "We'll caw," said the six,
And they cawed and they cawed in their nest built of sticks.

Over in the meadow, in the calm summer even,
Lived a Mother-Firelfy, and her little flies were seven.
"Shine," said the mamma. "We'll shine," said the seven,
And they shone likes the stars, in the calm summer even.

Over in the meadow, on an old mossy gate,
Lived a Mother-Lizard, and her little lizards eight.
"Bask," said the mamma. "We'll bask," said the eight,
And they basked in the sun on the old mossy gate.

Over in the meadow, where the clear waters shine,
Lived a Mother-Bullfrog, and her little froggies nine,
"Croak," said the mamma. "We'll croak," said the nine,
And they croaked every night where the clear waters shine.

Over in the meadow, in her sly little den,
Lived a Mother-Spider, and her little spiders ten.
"Spin," said the mamma. "We'll spin," said the ten,
And they spun their lace webs in their little sly den.

Over in the meadow, where the grass is soft and even,
Lived a Mother-Cricket and her little ones eleven.
"Chirp," said the mamma. "We'll chirp," said the eleven,
And they chirped and they chirped where the grass is soft
and even.

Over in the meadow, where the men dig and delve,
Lived an old Mother-Ant and her little anties twelve.
"Toil," said the mamma. "We'll toil," said the twelve,
And they toiled every day where the men dig and delve.

Olive A. Wadsworth
From Under the Tent of the Sky
by John E. Brewton
MacMillan Company

Animal referred to in feminine gender.

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THE LOOKING-GLASS PUSSY
(The Kitten Speaks)

Back behind the mirror is another pussy cat
With bows and whiskers just like mine, and just
as gray and fat.

She peeps around and looks at me when I peep in at her,
And looks as pleased as possible each time she hears me purr.

She pats her paws against the glass when I pat mine there
too;
But she won't come and play with me, no matter how I mew!

One day I thought I'd catch her when I didn't see her there;
(She couldn't see me either--I was down behind a chair!)

I crept behind the furniture and slid along the wall
And ran behind the mirror--and she wasn't there at all!

But when I bounced around the frame as sudden as could be
That tricky little cat was there a-looking out at me!

Margaret Widdemer
From Under the Tent of the Sky
by John E. Brewton
MacMillan Company

Animal referred to in feminine gender.

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CAT

My cat
Is quiet.
She moves without a sound.
Sometimes she stretches herself high and curving
On tiptoe.
Sometimes she crouches low
And creeping.

Sometimes she rubs herself against a chair,
And there
  With a miew and miew
  And a purrrr purrrr purrrr
  She curls up
  And goes to sleep.

My cat
Lives through a black hole
Under the house.
So one day I
Crawled in after her.
And it was dark
And I sat
And didn't know
Where to go.
And then--
Two yellow-white
Round little lights
Came moving . . . moving . . . toward me.
And there
With a miew and miew
And a purrrr purrrr purrrr
My cat
Rubbed, soft, against me.
And I knew
The lights
WERE MY CAT'S EYES
In the dark.

Dorothy Baruch
From Under the Tent of the Sky
by John E. Brewton
MacMillan Company

Animal referred to in the feminine gender.

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OFF FOR A HIKE

My puppy can't speak English,
she doesn't know a letter,
but her wiggles and her wriggles
when she sees me get my sweater
and her raggle-taggle waggles
when I pack a lunch and pet her
are just as good as talking is . . .
and maybe even better.

Aileen Fisher
Feathered Ones and Furry
Thomas Y. Crowell

Animal referred to in the feminine gender.

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THE COW

The friendly cow all red and white,
I loved with all my heart:
She gives me cream with all her might,
To eat with apple-tart.

She wanders lowing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day;

And blown by all the winds that pass
And wet with all the showers,
She walks among the meadow grass
And eats the meadow flowers.

Robert Louis Stevenson
From Under the Tent of the Sky
By John E. Brewton
MacMillan Company

Animal referred to in feminine gender.

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I LOVE LITTLE PUSSY

I love little Pussy,
Her coat is so warm,
And if I don't hurt her,
She'll do me no harm;
So I'll not pull her tail,
Nor drive her away,
But Pussy and I
Very gently will play.
Pussy-cat, pussy-cat,
Where have you been?"
"I've been to London
To visit the Queen."
"Pussy-cat, pussy-cat,
What did you there?"
"I frightened a little mouse
Under the chair."

Jane Taylor
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

Animal referred to in feminine gender.

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CAT BATH

After she eats,
my purry friend
washes herself
from end to end.

Washes her face,
her ears, her paws,
washes the pink
between her claws.

I watch, and think
it's better by far
to splash in a tub
with soap in a bar

And washcloth in hand
and towel on the rung
than have to do all
that work by tongue.

Aileen Fisher
Feathered Ones and Furry
Thomas Y. Crowell

Animal referred to in feminine gender.

- - - - - -

MY KITTEN

My kitten
has the softest fur,
as soft as silk to touch.
I smoothe her,
and she starts to purr:
"Thank you very much."

And even
when I'm doing things
or when I want to play
she smoothes herself
on me and sings:
"Thank you, anyway."

Aileen Fisher
Feathered Ones and Furry
Thomas Y. Crowell

Animal referred to in feminine gender.

- - - - - -

OUR LITTLE CALF

Our little calf is woollier.

Inside her ears is soft with fur.

She isn't playful any more.

She used to kick her little heels

And run across the summer fields.

Now all she does is stand and stare

Across the stubble, wondering where

Her good grass dinner's gone and why

That white is falling from the sky.

You silly thing, it's winter now.

What you are looking at is snow.

But spring will come and summer too.

And when the world is warm again

And fields are green, d'you know what then?

You'll be our cow!

Dorothy Aldis
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

Mother referred to in poem.

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THE CHASE

Higgery, diggery, dig,
My mother was chasing the pig
Up one street and down
All over the town,
Because he was wearing her wig.

Elbee Jay
From Animal Antics in Limerick Land
Selected by Leland B. Jacobs
Garrard Publishing Company

Insect referred to in the feminine gender.

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THE PUZZLED CENTIPEDE

A centipede was happy quite,
Until a frog in fun
Said, "Pray, which leg comes after whic
This raised her mind to such a pitch,
She lay distracted in the ditch
Considering how to run.

Author Unknown
From Under the Tent of the Sky
by John E. Brewton
MacMillan Company

Animal referred to in feminine gender.

- - - - - -

BUTTERCUP COW

Buttercup Cow has milk for me
I drink in my silver cup at tea.
Buttercup Cow is speckled and white,
She lives in the meadow from morning
till night.

Buttercup Cow hasn't got any bed,
But the moon and the stars look in at
her shed.
Buttercup Cow, I'm glad to be me,
Drinking your pretty white milk for
my tea.

Elizabeth Rendall
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

Animal (Tiger) referred to in feminine gender.

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HERE SHE IS

Jungle necklaces are hung
Around her tiger throat
And on her tiger arms are slung
Bracelets black and brown;
She shows off when she lies down
All her tiger strength and grace,
You can see the tiger blaze
In her tiger eyes, her tiger face.

Mary Britton Miller
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

Insect referred to in feminine gender.

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MRS. BROWNISH BEETLE

When it was October
and a hard frost came,
Mrs. Brownish Beetle
(I don't know her other name)
said: "Dear me, it's chilly,"
said: "My coat is thin,"
said: "Land sakes, I'd better find
a place to cuddle in."

So Mrs. Brownish Beetle,
after several tries,
found a hole beneath a stone
that was a beetle's size,
and said: "Oh my, how lucky,"
said: "How very nice,"
said: "I'll snuggle down away
from wind and snow and ice.

"I'll set my clock at April,"
Mrs. Beetle said,
"I'll wind it up and put it here
beside my little bed."
So Mrs. Brownish Beetle
(I don't know her other name)
nestled down and went to sleep
and slept till April came.

Aileen Fisher
From Poems to Grow On
Compiled by Jean McKee Thompson
Beacon Press

Bird referred to in feminine gender.

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TINY EENANENNIKA

Midget Eenanennika
Was like a curious bird;
If the least whisper sounded,
She heard, oh, she heard!
Claw or wing, in busy or brake,
However soft it stirred.

Tiny Eenanennika
Had bright gold hair;
Fair as a field of wheat,
Like sunshine, fair,
Like sunlight upon water
Past words to declare.

And every singing bird there is,
Titmouse to wren,
In springtime, in nesting-time,
Would watch keep; and when
She chanced to look the other way
Would steal up, and then--

Snip from her shining head
Just one hair, or twain,
A thin, fine, glistening,
shimmering thread,
And fly off again--
A spider-thread of shimmering hair,
And flit off again.

Walter de la Mare
Bells and Grass
Viking Press

Animals (birds) in feminine gender.

NEST EGGS

Birds all the sunny day
  Flutter and quarrel
Here in the arbour-like
  Tent of the laurel.

Here in the fork
  The brown nest is seated;
Four little blue eggs
  The mother keeps heated.

While we stand watching her,
  Staring like gabies,
Safe in each egg are the
  Bird's little babies.

Soon the frail eggs they shall
  Chip, and upspringing
Make all the April woods
  Merry with singing.

Younger than we are,
  O children, and frailer,
Soon in blue air they'll be,
  Singer and sailor.

We, so much older,
  Taller and stronger,
We shall look down on the
  Birdies no longer.

They shall go flying
  With musical speeches
High overhead in the
  Tops of the beeches.

In spite of our wisdom
  And sensible talking,
We on our feet must go
  Plodding and walking.

Robert Louis Stevenson
A Child's Garden of Verses
Franklin Watts, Inc.

Animal in feminine gender.

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PAT - CAT

I had
a cat.

I named
him Pat.

But pret-
ty soon

It turned
out that

he was a different
kind of cat.
And now
that I've

Got kit-
tens (five!)

I'll let
them grow

Until I
KNOW

and name them
sometimes after that!

Aileen Fisher
Feathered Ones and Furry
Thomas Y. Crowell

Bird referred to in feminine gender.

- - - - - -

LITTLE LADY WREN

Little Lady Wren,
Hopping from bough to bough,
Bob your tail for me,
Bob it now!

You carry it so straight
Up in the air and when
You hop from bough to bough
You bob it now and then.

Why do you bob your tail,
Hopping from bough to bough,
And will not bob it when I say,
"Bob it now!"?

Tom Robinson
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

Animal referred to in feminine gender.

- - - - - -

CAT

The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws,

Then she gets up
And stands on four
Long stiff legs
And yawns some more.

She shows her sharp teeth,
She stretches her lip,
Her slice of a tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care,
And pads away
With her tail in the air.

Mary Britton Miller
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

Animal (Bird) referred to in feminine gender.

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MRS. PECK-PIGEON

Mrs. Peck-Pigeon
Is picking for bread,
Bob-bob-bob
Goes her little round head.
Tame as a pussy-cat
In the street,
Step-step-step
Go her little red feet.
With her little red feet
And her little round head,
Mrs. Peck-Pigeon
Goes picking for bread.

Eleanor Farjeon
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

Animal referred to in feminine gender.

- - - - - -

MOUSE

Little Mouse in gray velvet,
Have you had a cheese-breakfast?
There are no crumbs on your coat,
Did you use a napkin?
I wonder what you had to eat,
And who dresses you in gray velvet?

Hilda Conkling
From Time for Poetry (Revised 1959)
by May Hill Arbuthnot
Scott, Foresman and Company

PART III - Book Selections

This listing is recommended for use by teachers in beginning to reach a balance between male and female representation in literature to be read by students.

The following titles have been selected from the last five years of publishing. This listing is based on recommendations from media specialists and teachers received in the Materials Examination Center of the Instructional Media Department. The books meet the criteria spelled out in "Guidelines for a Positive, Non-Stereotyped Portrayal of Human Roles in Media Center Materials."

The Houghton Mifflin editorial staff has indicated that all books and audio-visual materials listed are suggestive. The media specialist/assistant in each building can offer other appealing and well-written books for students whenever specific titles in the series are not available.

School symbols used are:

Elementary Schools

Arcadia	ARC	Oakwood	OKE
Brucker	BR	Parkwood	PK
Burke	BU	Roosevelt	ROOS
Chime	CH	South Westnedge	SW
Edison	ED	Spring Valley	SV
Greenwood	GR	Vine	VI
Indian Prairie	IP	Washington	WA
Lakewood	LK	West Main	WM
Lincoln	LIN	Westwood	WW
McKinley	MCK	Wilson	WIL
Milwood	MIL	Winchell	WIN
Northglade	NG	Woodward	WD

PICTURE BOOKS

1. Alexander, Martha — Sabrina — Dial — 1971 — 3.39

To develop empathy of feeling: a small book about a small girl, who heartily dislikes her name, starting school. Simple, appropriate illustrations.
READING LEVEL - 2
GRADE USE - K-2
SCHOOLS HOLDING: ARC BR ED LK MILE NG PK SW WA

2. Alexander, Martha — Story Grandmother Told — Dial — 1969 — 2.69 LB

Creative and fanciful humor in this vignette of a small Black child and her grandmother. Probable extended family portrayed. Ample illustrations.
RECOMMENDED BY HOUGHTON MIFFLIN
READING LEVEL - 2
GRADE USE - 2-3
SCHOOLS HOLDING: ARC BR CH ED GR LK MCK MILE NG OKE RO SW SV VI WIL WIN

3. Brownstone, Cecily — All Kinds of Mothers — David McKay — 1969 — 2.92

Celebrating the differences in mothers from shape - to likes - to occupations. Humorous illustrations. Outstanding in its human role portrayal.
READING LEVEL - 2
GRADE USE - K-2
SCHOOLS HOLDINGS: ARC CH ED MCK MILE NG OKE PK RO SW VI WM WIL WIN WD

4. Gaeddert, Lou Ann — Noisy Nancy and Nick — Doubleday — 1970 — 3.95

Nancy Norris lived in an apartment house, and she liked noise, which sometimes roused the wrath of the downstairs tenant. How she introduces small town Nick to the excitement of big city living is vividly illustrated.
READING LEVEL - 2
GRADE USE - 1-3
SCHOOLS HOLDING: ARC BR CH GR LIN PK SW WA WM

5. Gauch, P. L. — Christina Katerina and The Box — Coward — 1971 — 3.86 LB

A story of the many uses Christina Katerina discovers for a large refrigerator box - even to cooperation with friend Fats. Humorous illustrations realistically portray a warm family.
READING LEVEL - 3
GRADE USE - K-3
SCHOOLS HOLDING: CH LK LIN MCK

6. Horvath, Betty — Be Nice To Josephine — Watts — 1970 — 2.96

About that typical young boy who liked to play baseball every Saturday and the time he had to entertain his cousin Josephine. He plans things he's sure she won't enjoy, but Josephine surprises him and his feelings for her change. Delightful illustrations. Kalamazoo author.
READING LEVEL - 3
GRADE USE - 2-4
SCHOOLS HOLDING: LIN MCK MILE NG SW WA WM WIN WD

PICTURE BOOKS

7. Mallett, Anne — Secret Kitten — Parents — 1972 — 3.78

Delightful story of a kitten secreted by a sister and brother against the wishes of the parents, and how the kitten solves the problem. Typical family activities portrayed centering around the home. Many illustrations.
READING LEVEL - 2
GRADE USE - K-3
SCHOOLS HOLDING: LIN MCK MILE PK SV WIN

8. Zolotow, Charlotte — William's Doll — Harper — 1972 — 3.79 LB

A young boy wants a doll and is misunderstood by everyone but Grandma. Has much to say in story and pictures about human responses.
READING LEVEL - 2
GRADE USE - K-3
SCHOOLS HOLDING: CH ED SW SV

FICTION

1. Blume, Judy — Otherwise Known As Sheila The Great — Dutton — 1971 — 4.95

Feisty Sheila Tubman lives thru Slam book disclosures, and the trials of peer group membership, and pre-adolescent growing pains in this humorous account of meeting the challenges of living.
READING LEVEL - 4
GRADE USE - 4-6
SCHOOLS HOLDING:

2. Brink, Carol — Bad Times of Irma Baumlein — Macmillan — 1972 — 4.95

Irma's unsettled home life doesn't prevent her from coping with a crisis provoked by her fibbing. Multi-generational problems, humorously handled.
READING LEVEL - 5
GRADE USE - 4-6
SCHOOLS HOLDING: BU LIN PK RO WA WM WW WD

3. Calhoun, Mary — Katie John — Harper — 1960 — 3.95

Lively - founding a society to "improve" people - and becoming more responsible - help 10-year old Katie John get thru a summer of change in this family story.
READING LEVEL - 4
GRADE USE - 4-6
SCHOOLS HOLDING: ARC BR BU CH ED GR IP LIN MCK MILE PK RO VI WA WM WW WIL WD

4. Calhoun, Mary — Honestly, Katie John — Harper — 1963 — 3.50

She forms a Boy-Haters Club and watches her friends drop out in this exploration of the first steps towards adolescence. Good for the out-of-step youngster.
READING LEVEL - 4
GRADE USE - 4-6
SCHOOLS HOLDING: ARC BR ED LIN MCK OKE PK RO VI WA WM WW WD

FICTION

5. Chase, Mary — Wicked Pigeon Ladies in the Garden — Knopf — 1968 — 3.98

When Maureen Swanson wriggled thru the old iron gates of the Messerman Place, she stepped back to a time of horse-drawn carriages, no television or telephones, and a dimension of evil shadows. Not for those prone to nightmare attacks! Good for fantasy and mystery lovers.
RECOMMENDED BY HOUGHTON MIFFLIN
READING LEVEL - 4
GRADE USE - 5-6
SCHOOLS HOLDING: CH - LIN - SW - VI

6. Chittum, Ida — The Hermit Boy — Delacorte — 1972 — 4.95

Two sisters adventurously pursue the strange mystery surrounding a young hermit. Excellent portrayal of human responses to life's challenges.
READING LEVEL - 4
GRADE USE - 4-6
SCHOOLS HOLDING: BU - ED - LIN - VI

7. Cleaver, Vera — Lady Ellen Grae — Lippencott — 1969 — 3.50

Hilarious crash course in learning to become a "lady" has little permanent effect on motherless Ellen Grae. One parent family realistically portrayed.
READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: BU - ED - LIN - PK - RO - WA - WM - WW

8. Cone, Molly — Annie, Annie — Houghton — 1969 — 3.50

An exploration of a range of family attitudes as Annie, who feels that her "liberal" mother and father are too permissive and don't care what happens to her, gets a live-in job with the Sigbys who make all her decisions for her. At first satisfied, her ability to think for herself causes problems and then understanding of her home.
READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: BU - ED - LIN - PK - RO - WA - WM - WW

9. Corcoran, Barbara — The Long Journey — Atheneum — 1970 — 4.95

Raised by a distrustful grandfather in an isolated setting, Laurie must ride across Montana to get help from an uncle. Among her new experiences are a highway, fast cars, television, running water, a refrigerator, gas stove, washer and dryer, plus friendly and unfriendly people. Full of adventure and suspense as Laurie resourcefully copes with the challenges.
READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: RO

FICTION

10. Fitzhugh, Louise — Harriet the Spy — Harper — 1964 — 4.95

Future writer Harriet keeps a secret notebook filled with all sorts of honest notes about neighbors, schoolmates, and her parents. This is what happens when her notebook is found and read.

READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: BU - ED - LIN - PK - RO - VI - WW - WD

11. Greene, C. C. — A Girl Called Al — Viking — 1969 — 3.77 PLB

Nonconformist Al is fat, has divorced parents and a high IQ. A story of friendship.

RECOMMENDED BY HOUGHTON MIFFLIN
READING LEVEL - 4
GRADE USE - 4-6
SCHOOLS HOLDING: ARC - BU - ED - LK - LIN - OKE - PK - RO - SV - VI - WA - WW - WIN - WD

12. Hall, Elizabeth — Stand Up Lucy — Houghton — 1971 — 3.95

Laid in the past with relevance for today. Little did Lucy know that the unexpected visit to her spirited Aunt Letitia would stir Lucy herself to rally to the call of her time -- the suffragist movement.

READING LEVEL - 4
GRADE USE - 4-5
SCHOOLS HOLDING: ARC - LIN - VI - WW - WD

13. Hooker, Ruth — Gertrude Kloppenberg (Private) — Abingdon — 1970 — 3.50

A slice of life as revealed in Gertrude's diary. A single parent home - the lonliness and the growth of a young girl.

READING LEVEL - 4
GRADE USE - 4-5
SCHOOLS HOLDING: ARC - LIN - VI - WW - WD

14. Horvath, Betty — Not Enough Indians — Watts — 1971 — 3.95

How Mary Edith refused to be a squaw and ended up a princess as the boys' newfound respect for women paid off. Realistic and humorous multi-ethnic illustrations enhance this Kalamazoo author's book.

READING LEVEL - 3
GRADE USE - 1-4
SCHOOLS HOLDING: ARC - BR - CH - ED - GR - IP - LIN - MCK - MILE - NG - OKE - PK - RO - SW - SV - VI - WA - WM - WW - WIN - WD

FICTION

15. Konigsburg, E. L. From the Mixed Up Files of Mrs. Basil E. Frankweiler
Atheneum 1967 4.95 PLB

Claudia runs away - with brother Jamie and his money - and takes up residence in a museum. Funny, resourceful, and a favorite.
RECOMMENDED BY HOUGHTON MIFFLIN
READING LEVEL - 5
GRADE USE - 4-6
SCHOOLS HOLDING: ARC - BU - ED - LK - LIN - PK - RO - VI - WA - WM - WW - WD

16. Konigburg, E. L. Jennifer, Hecate, Mac Beth, William McKinley, and Me
Atheneum 1969 4.25 PLB

Elizabeth becomes an apprentice witch in this multi-ethnic book. Suspense and humor in this exploration of youngsters' world of imagination.
RECOMMENDED BY HOUGHTON MIFFLIN
READING LEVEL - 4
GRADE USE - 3-6
SCHOOLS HOLDING: ARC - BR - BU - ED - IP - LK - LIN - MILE - PK - RO - SV - VI - WA - WM - WW - WIL - WD

17. Levitin, Sonia Rita, The Weekend Rat Atheneum 1971 4.50

Cynthia, tomboy president of the Boys' Club and Brownie-to-be, earns the right to have Rita the Rat as her pet by proving herself responsible and learning through her mistakes. The dialog and family setting are realistic - father yelling, mother on-the-verge, brother pestering - as is Cynthia's determination to meet the challenge.
READING LEVEL - 2
GRADE USE - 2-4
SCHOOLS HOLDING: ARC - CH - GR - IP - LIN - MCK - MILE - NG - PK - RO - SW - VI - WA - WW - WIL - WIN - WD

18. Lexau, Joan Emily and The Klunky Baby Dial 1972 4.58 LB

Emily's parents are separated. Her mother is working on the taxes and needing quiet, send the children out to play. How Emily runs away with the baby, decides mother really does love her, and returns forms the theme of this one parent story. Excellent illustrations.
READING LEVEL - 3
GRADE USE - K-3
SCHOOLS HOLDING: CH - GR - IP - MCK - SV - WIN - WD

19. Little, Jean Kate Harper 1971 3.79 LB

A "thinking" book in which Kate explores her heritage and personality in an effort to find out who and what she is. One of the few childrens' books to deal with religious heritage and mixed marriages. Strong emphasis on personal development.
READING LEVEL - 6
GRADE USE - 5-8
SCHOOLS HOLDING: BU - LIN - PK - VI - WA - WW

FICTION

20. Mathis, Sharon — Sidewalk Story — Viking 1971 3.77

Lilly Etta sasses, says "phooey," is a "natural," and true friend. She's the only one who cares when Tanya and her family are "put out" of their apartment.. and she does something about it. Realistic and pleasing, with perceptive black and white paintings of the inner city.

READING LEVEL - 3
GRADE USE - 2-5
SCHOOLS HOLDING: ARC - BU - CH - GR - IP - LIN - MCK - NG - OKE - PK - RO - WA - WW - WIL - WIN - WD

21. Murray, Michele — Nellie Cameron — Seabury 1971 4.95

3rd grader Nellie Cameron can't read - won't read - and she lives in Washington D.C. - and has six brothers and sisters. Lots about feelings, family interaction, and school. Written in Black grammatical speech patterns, this presents a real family, a determined Nellie, and a book for understanding. (She does learn to read.)

READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: LIN - PK - VI - WW - WD

22. Myers, Walter — The Dancers — Parents 1972 4.19 LB

The fun of dancing, the theater, and occupations in this field as seen thru Michael and his father, a prop setter. Unusual, multi-ethnic.

READING LEVEL - 3
GRADE USE - 2-6
SCHOOLS HOLDING: NG - SW

23. O'Dell, Scott — Island of the Blue Dolphins — Houghton Mifflin 1960 3.95

o The historic story of an invincible Indian girl left alone for eighteen years on an island in the Pacific. Much to offer on courage, faith, and meeting challenges.

RECOMMENDED BY HOUGHTON MIFFLIN
READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: BU - ED - LIN - PK - RO - VI - WA - WM - WW - WC

24. Perl, Lila — Me and Fat Glenda — Seabury 1972 4.95

Sara has a MODERN set of parents - they eat health foods, dye clothing, make junk sculpture, paint ceilings black, and drive a garbage truck. In conservative Havenhurst, they are as welcome as Communists! When Sara meets too fat, friendless, troubled Glenda, there is mystery and mutual munching. Excellent picture of varied family roles, interests, and human development.

READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: WA - WM

FICTION

25. Snyder Zilpha, Keatley The Egypt Game Atheneum 1969 5.25 PLB

Imaginative April Hall starts an Egypt Club. A touch of the occult, a touch of murder, and eerie illustrations in this multi-racial book.

READING LEVEL - 5
GRADE USE - 4-6
SCHOOLS HOLDING: ARC - BU - ED - IP - LIN - MCK - MILE - NG - OKE - PK - SW - VI - WA - WM - WW - WIN - WD

26. Swarthout, Glendon The Button Boat Doubleday 1969 3.95

A melodramatic, fast-moving account of a sister and brother conditioned by extreme poverty, endless and nasty toil, and the beatings and cursings of a drunken stepfather - who do not lie down and give up but, through guts and stubbornness, keep fighting to survive and even better themselves. Great resourcefulness.

READING LEVEL - 5
GRADE USE - 4-6
SCHOOLS HOLDING: ED - LIN - PK - RO - VI - WA - WW - WD

27. Udry, Janice Angie Harper 1971 3.79 LB

A humorous collection of happenings about impish, kind, and ingenious Angie. Outstanding illustrations.

READING LEVEL - 3
GRADE USE - 2-5
SCHOOLS HOLDING: BU - ED - SV - VI - WA - WM - WW - WD

28. Walter, Mildred Lillie of Watts: A Birthday Discovery Ward Ritchie 1969 3.95

Black Lillie, in her one parent, extended family home, learns of responsibility and family expectations in this realistic story.

READING LEVEL - 4
GRADE USE - 4-6
SCHOOLS HOLDING: ARC - ED - IP - LIN - MCK - RO - VI - WA - WW - WIL - WD

BIOGRAPHY

1. Aldis, Dorothy — Nothing Is Impossible: Story of Beatrix Potter — Atheneum 1969 4.50

Through a neglected childhood, a lonely early adulthood, to a satisfying old age, this follows Peter Rabbit's creator.
RECOMMENDED BY HOUGHTON MIFFLIN
READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: BR - BU - LIN - PK - RO - WA

2. Booker, Simeon — Susie King Taylor, Civil War Nurse — MCGraw 1969 4.72 LB

An account of courage and determination.
READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: BU - CH - ED - LIN - MCK - PK - RO - SW - VI - WA - WM WIL - WIN - WD

3. Davidson, Margaret — Helen Keller — Hastings 1971 3.96

Concentration on her early years and remarkable education.
READING LEVEL - 4
GRADE USE - 3-JH
SCHOOLS HOLDING: BU - ED - LIN - PK - RO - VI - WA - WM - WD

4. Davidson, Margaret — The Story of Eleanor Roosevelt — Four Winds 1969 3.72

A general highlighting of the major episodes and concerns in the ugly duckling life of a First Lady.
READING LEVEL - 5
GRADE USE - 4-6
SCHOOLS HOLDING: WA

5. De Leeuw, Adele — Maria Tall Chief — Garrard 1971 2.59

About the Osage Indian Princess who became one of America's prima ballerinas.
READING LEVEL - 6.2
GRADE USE - 5-6
SCHOOLS HOLDING: BU - LIN - PK - RO - WA - WM - WW - WD

6. Dunnahoo, Terry — Emily Dunning, A Portrait — Reilly 1970 5.95

A patient, polite, hard working doctor....
READING LEVEL - 5
GRADE USE - 5-9
SCHOOLS HOLDING: PK

BIOGRAPHY

7. Faber, Doris — Anne Hutchinson — Garrard 1970 2.39

A woman in search of a place to worship God according to her own convictions.
READING LEVEL - 4
GRADE USE - 3-6
SCHOOLS HOLDING: WD

8. Faber, Doris — Lucretia Mott — Garrard 1971 2.39

Her life with focus on her anti-slavery and Woman's Rights activities.
READING LEVEL - 3
GRADE USE - 2-6
SCHOOLS HOLDING: LIN - RO - VI - WA

9. Felton, Harold — Mumbet: The Story of Elizabeth Freeman — Dodd 1970 3.75

A woman who challenged the state of Massachusetts.
READING LEVEL - 5
GRADE USE - 4-6
SCHOOLS HOLDING: BU - LIN - PK - WW - WD

10. Graves, Charles — Nellie Bly: Reporter for "The World" — Garrard 1971 2.49

One of the first women reporters - and her concern for social conditions.
READING LEVEL - 4
GRADE USE - 3-9
SCHOOLS HOLDING: ARC - BR - BU - ED - GR - LK - LIN - MCK - MILE - NG - OKE - RO - SW - SV - VI - WA - WM - WW - WIL - WD

11. Harrison, Deloris — The Bannekers of Bannaky Springs — Hawthorn 1970 4.25

The joys, frustrations, and struggles of a mixed marriage.
READING LEVEL - 4
GRADE USE - 5-6
SCHOOLS HOLDING: ARC - BR - BU - CH - ED - LIN - MILE - NG - OKE - PK - RO - SW - SV - VI - WA - WM - WW - WIL - WIN - WD

12. Keller, Gail — Jane Addams — Crowell 1971 3.75 PLB

The background for Hull House and improved social conditions.
READING LEVEL - 4
GRADE USE - 3-5
SCHOOLS HOLDING: LIN - NG - SW - WA - WM

BIOGRAPHY

13. Longsworth, Polly — I, Charlotte Forten, Black and Free — Crowell 1970 4.50

A picture of determination.
READING LEVEL - 5
GRADE USE - 5-6
SCHOOLS HOLDING: ED - LIN - RO - VI - WA - WD

14. Malone, Mary — Annie Sullivan — Putnam 1971 2.68

Helen Keller's teacher.
READING LEVEL - 4
GRADE USE - 3-6
SCHOOLS HOLDING: BR - BU - CH - ED - GR - IP - LK - MILE - PK - RO - SW - SV - VI - WA - WM - WW - WIL - WD